

BUSINESS EDUCATION WORLD

MARCH, 1961

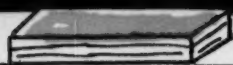
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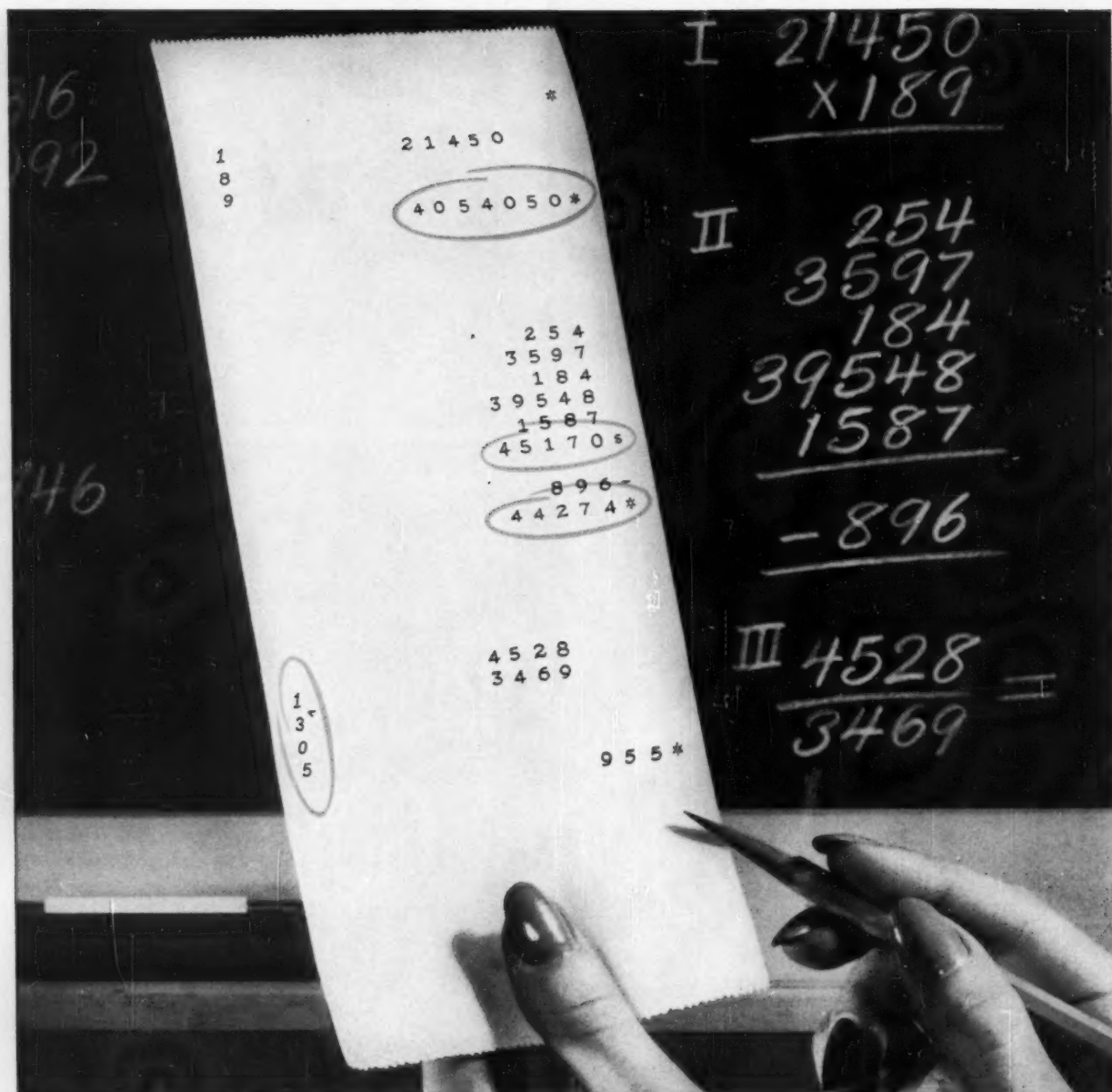
Business Classroom Equipment Guide

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THE EQUIPMENT
WE NEED

HOW DETROIT
SCHOOLS HANDLE
TYPEWRITER REPAIRS

DESCRIPTIVE CATALOG
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MARCH, 1961

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By our method of reporting unemployment...

We're Giving The United States A Black Eye That Is Not Deserved

The way in which our unemployment is reported is giving the United States an undeserved black eye around the world. The broad concept of unemployment we use exaggerates the amount of unemployment in the United States as compared to most other countries. Our reporting system also falls short of presenting a balanced picture by concentrating on people who are idle, while neglecting jobs that are idle because people cannot be found to fill them. This editorial explains these defects and suggests improvements.

The *Monthly Bulletin of Statistics*, issued by the Statistical Office of the United Nations, has become a standard reference for international comparisons of economic performance, including employment and unemployment. Here, from the November, 1960 issue, is part of a table giving comparative figures on the rate of unemployment for the United States and a group of European countries:

	UNEMPLOYMENT RATE	
	Annual Average 1959	Jan.-June Average 1960
West Germany	2.4%	1.0%
Netherlands	1.8	1.4
Sweden	2.0 ^b	1.8
United Kingdom	2.3	1.9
United States	5.5	6.1

A Distorted Picture

If taken at face value the table clearly says that the United States is doing far worse in providing jobs for its citizens than the other countries whose unemployment records are listed.

But the figures are deceptive. They are made so, in part, by our government's use of a much broader concept of what constitutes unemployment than is used by most other countries.

Sweden provides a clear case in point. The table indicates that during 1959 Sweden had an unemployment rate of 2.0%, while the rate in the

United States was 5.5%. But a report from Sweden, published in the U.S. Department of Labor's *Labor Developments Abroad*, indicates that if they had used the same methods of calculating unemployment as we, the reported jobless rate in Sweden would have almost doubled. Thus a large portion of the gap between the unemployment rate in the United States and the unemployment rate in Sweden would have been eliminated.

Graduation To Unemployment

In general, countries listed in the table use registrations at public employment agencies as the basis for calculating their unemployment. Our Department of Labor, in making its sampling of unemployment, includes unregistered young people who are waiting for jobs or training opportunities as well as housewives who are looking for jobs in a general sort of way but who have not registered anywhere in search of them.

It used to be that graduation from college was regarded as a day for great celebration and rejoicing. But, because of the way the Labor Department does its counting of unemployment, it is now a day of sorrow. For unless our young people immediately rush off to jobs, they graduate into unemployment and swell our jobless figures.

While our government very expansively counts all the unemployed, there is no offsetting report on the number of jobs that are unfilled because no one qualified can be found to fill them. Currently there are many jobs in this category, and it is to be expected that there will be more as the technological revolution picks up momentum.

A properly balanced report on unemployment would include a record both of people who are idle, as conceived on some standard international basis, and jobs that are idle. A combination of the two sets of data would provide a much better indication of the economic health of a nation than unemployment alone.

The United Kingdom regularly collects figures on unfilled jobs as well as the number of unemployed. Thus it is not an impossible task to collect information on idle jobs. **For a fast**

moving economy, such as ours, the collection of statistics on unfilled jobs presents special difficulties. But this information is so important that Congress should see that it is added to our employment and unemployment records.

A National Disservice

There is not the slightest inclination here to minimize the amount of unemployment in the United States at any time, or the crucial importance of doing everything possible to keep it at rock bottom. If the reporting of unemployment were simply for domestic consumption, it would be possible to make an appealing case for using a very broad conception of it. This is one way of underlining the importance of the problem.

But when, as is the case, international comparisons of unemployment are treated as key gauges of the effectiveness of different economies, we do ourselves an important national disservice by using an exceptionally commodious concept of unemployment. American travelers abroad can testify that they are continuously being called upon to explain why the United States does such a relatively poor job in providing employment for its people. This is an unwise and unfair burden to impose upon the nation. **We make enough mistakes of economic commission and omission without issuing reports that distort our economic performance to our own discredit abroad.**

This message was prepared by my staff associates as part of our company-wide effort to report on major new developments in American business and industry. Permission is freely extended to newspapers, groups or individuals to quote or reprint all or part of the text.

Donald McGraw

PRESIDENT

McGRAW-HILL PUBLISHING COMPANY



Each took
the same
test.

WHO WON

?

See for yourself

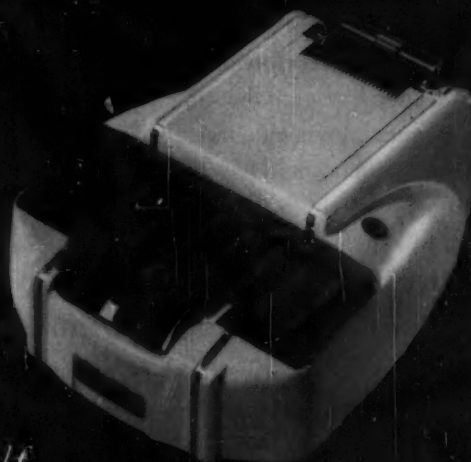


Fig. 1 First Semester; 50 w.p.m., 6 minutes

PENCIL WRITERS		MACHINE WRITERS	
Pupil	Errors	Pupil	Errors
1.....	18	1.....	5
2.....	38	2.....	5
3.....	40	3.....	6
4.....	60	4.....	7
5.....	61	5.....	15
6.....	62	6.....	24
7.....	63	7.....	29
8.....	76	8.....	31
9.....	106	9.....	32
10.....	121	10.....	43

Fig. 2 Second Semester; 80 w.p.m., 5 minutes

PENCIL WRITERS		MACHINE WRITERS	
Pupil	Errors	Pupil	Errors
1.....	26	1.....	2
2.....	34	2.....	4
3.....	38	3.....	8
4.....	57	4.....	15
5.....	58	5.....	15
6.....	63	6.....	16
7.....	91	7.....	19
8.....	110	8.....	20
9.....	112	9.....	23
10.....	141	10.....	25

Fig. 3 Third Semester; 100 w.p.m., 2 minutes

PENCIL WRITERS		MACHINE WRITERS	
Pupil	Errors	Pupil	Errors
1.....	4	1.....	0
2.....	8	2.....	0
3.....	12	3.....	0
4.....	28	4.....	0
5.....	30	5.....	0
6.....	31	6.....	0
7.....	33	7.....	1
8.....	38	8.....	4
9.....	43	9.....	7
10.....	64	10.....	10

*Pencil writers unable to keep up more than 2 minutes comfortably

Fig. 4 Fourth Semester; 120 w.p.m., 2 minutes*

PENCIL WRITERS		MACHINE WRITERS	
Pupil	Errors	Pupil	Errors
1.....	30	1.....	0
2.....	40	2.....	0
3.....	61	3.....	2
4.....	65	4.....	6
5.....	71	5.....	7
6.....	OUT*	6.....	8
7.....	OUT	7.....	13
8.....	OUT	8.....	18
9.....	OUT	9.....	18
10.....	OUT	10.....	21

*Beyond correction

Background: Two years ago a high school teacher with ten years' experience teaching shorthand conducted a series of tests (results above) to determine whether Stenograph[®] Machine Shorthand should be taught in his school. Twenty beginning shorthand students were chosen, given prognostic tests and listed in order of their aptitude. Odd-numbered students were placed in a pencil shorthand group, even in the Stenograph shorthand group. The complete study should be must reading for every interested teacher and administrator.

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THE BUSINESS TEACHER'S

Problem Clinic

WE HAVE no new problems for you to ponder this month, but you will find some suggested solutions to problems posed in the January issue. Look them over; perhaps you have further ideas or information to contribute.

If you'd like to help keep this department healthy, send along any problems that may be bothering you—or any solutions to other teachers' problems that you may want to suggest. The address: Problem Clinic, BUSINESS EDUCATION WORLD, 330 West 42 Street, New York 36, N. Y. (If you submit a suggested solution, please enclose a carbon copy.)

The deadline for entries in our current contest is not too far away. Once again: For the best *problem* submitted by April 25, we'll award a prize of \$10; for the second best, \$5. For the best *solution* submitted by the same date, we'll award \$25; for the second best, \$15.

JANUARY PROBLEM 1

MY PROBLEM is what to do with students who will no longer benefit from remaining in class—the few failures who are so hopelessly lost that no amount of tutoring or extra work will carry them through.

When I ask that such students be dropped from classes, my administration agrees, but adds, "We would like to take them out, but we have no place to put them." In our school, we have a rule that no one has more than one study hall. When students are dropped, study halls become overcrowded and students are without enough credits for graduation.

I have been toying with the idea of having a "swinging" class—a class in which a unit of work could be completed in nine weeks. Students would be required to take two of these nine-week courses for a ½-unit credit. Students would enroll for the semester course, and dropouts from other classes would be allowed to enter at the end of nine weeks. The regular class would terminate at the end of the semester; those who entered at the end of the nine weeks would remain for an additional nine weeks in the next semester. Also, the semester failures would be allowed to enter the course and continue through the last semester.

Do you find this idea fantastic? If not, what do you think should be the nature of such a course? Schools that don't offer general business could easily work out course content using a general business text. For the school that has general business courses, the course I have in mind would entail some planning. I suggest nine weeks of economics and "buymanship" and,

in the other nine weeks, a smattering of law, math, and spelling.

I would like your opinions, suggestions, and ideas on material to be taught. Colleges could plan workshops around course content. How about it? Publishers, do you see material for a new text? What shall such a course be called? Or is it just a pipe dream?

RUBY LEE NELSON

Iola Senior High School
Iola, Kansas

Suggested Solutions

Dear Miss Nelson:

Hopeless failures are still our responsibility. In most schools, through various testing programs—for the I.Q. and other abilities—the equipment in mental terms is worked out. It is well known that, even when the teacher works at his maximum ability, some students can put forth their best efforts and still not be up to par.

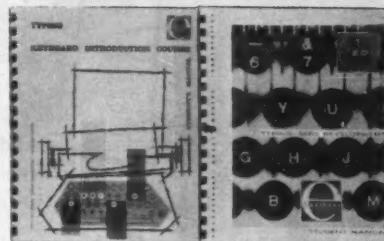
After consultations with parents and student, a program should be worked out whereby the failing student remains in school, but with the understanding that the grade received is not a passing grade that will entitle him to graduate. He is promoted year by year. No one but those concerned knows about this special mark. The grade placed on the report card is "S." It means the student has done satisfactory work, as far as he is able.

The teacher's responsibility is to find out the causes of failures. Many factors besides low I.Q. have a bearing on failures—social problems, part-time work, health, living conditions, nutrition, domestic troubles, etc. The result of a heart-to-heart interview with parents and students should help

(Continued on page 47)

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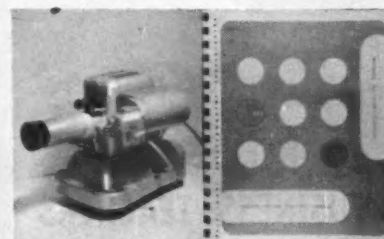
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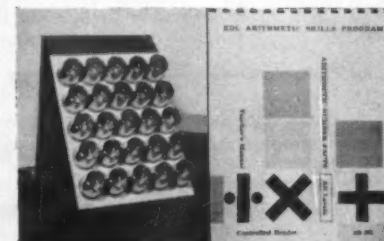
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Hints for Saving Time and Money

CHARLES V. MATHIS

CUT a large supply of paper liners for drawers at one time. Place several in each drawer. When the top of one sheet becomes soiled, remove it and you'll have a clean one.

SAVE empty wax-paper tubes and paper toweling tubes for hard-to-wrap papers, magazines and pictures.

IF you use a short length of candle as a stopper for a glue bottle, you'll be able to reopen the bottle easily; the glue won't stick to the wax candle.

WHEN you lend a fountain pen, keep the cap. You'll get your pen back.

TO remove cellophane tape from paper, heat an iron moderately and apply it to the paper. The tape will come off readily, even from sealed envelopes or wrappings.

STICK adhesive bandages inside your notebook covers, to hold pencils. This helps solve the lost pencil problem, especially when you need one in a hurry.

PARTITION a cigar box neatly with strips of plywood to accommodate gummed mailing labels, postage stamps and writing supplies of various sizes. Paint enhances the appearance of this useful fixture, which can be placed on your desk near the typewriter.

WHEN stamps are stuck together, place them in a refrigerator freezer; after an hour or so, they will separate with the mucilage intact.

TO bring address books up to date, paste a gummed label over an old address, then write in the new address on the fresh label.

IF an envelope refuses to seal tightly, use a bit of colorless nail-polish as glue. (Incidentally, a letter sealed with polish can't be steamed open.)

BUSINESS EDUCATION WORLD



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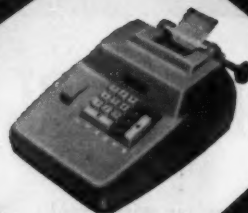
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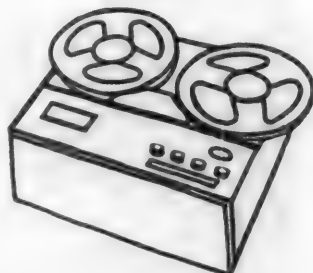
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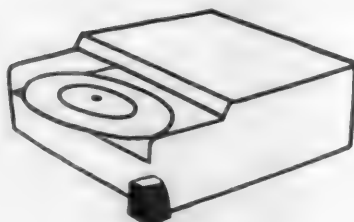
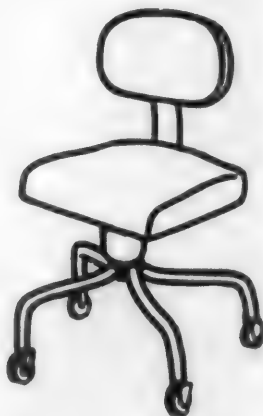
LET'S GO AFTER
THE EQUIPMENT
WE NEED



HOW DETROIT
SCHOOLS HANDLE
TYPEWRITER REPAIRS



DESCRIPTIVE CATALOG
OF PRODUCTS



SPECIAL ISSUE:

Business Classroom Equipment Guide

Let's Go After the Equipment We Need

Only by adopting a positive approach

can we get the equipment to carry out our obligation

to school, students and community

THE BUSINESS EDUCATION department is one of the most expensive departments in the high school as far as equipment is concerned—at least, if the equipment is kept up to date. Many departments are not as well equipped as they might be because the business teacher believes that the school administration cannot afford anything better.

Probably there is not a school system in the United States that has too much money to spend. Most school boards and school administrations use the money they have on a priority basis. They must first pay for such essential items as the salaries of the school staff, overhead expenses and utilities. The money that is left is used to buy equipment for the various departments of the school. Most school administrators spend this remaining money in the light of the "education" they have received from the teachers in the various departments. If the geography teacher has convinced the administration that the instructional program will suffer unless an expensive set of new maps is purchased, the administration will recommend the purchase of the new maps. Recently an administrator showed me a set of maps that had cost several hundred dollars and indicated that he had had no idea that maps could be so expensive. The geography teacher had educated him over a period of time to the realization that this particular set of maps would require less room and would increase her teaching efficiency. Although the administrator thought that the set of maps should cost between \$25 and \$50, he was willing to buy the higher priced set after he had been educated.

Some schools, businesses and individuals operate on a strict budget basis; if an item is not in the budget, it cannot be purchased but must await inclusion in the budget during some future fiscal period. Other businesses, school systems and individuals operate with a very lax budget; if the money is available when something is needed, the item is purchased. This factor must be taken into consideration in formulating a plan to obtain new equipment for the business education department.

Most school administrators and members of school boards are not experts in the field of business education. They have no idea what type of equipment is needed. They may believe that "a typewriter is a typewriter," even though it is 20 years old. They may believe that electric typewriters are superfluous, that adding and calculating machines are too expensive, that duplicating processes can be learned on the job, and so forth.

The first challenge to most business teachers who want to upgrade the equipment in their department is to educate the school administration and the school board as to the needs of a well-equipped department. This can be done by making available to the administrator articles and surveys concerning business education equipment, by inviting him to attend business education conventions with you to observe the equipment displays, by encouraging him to visit a school in your locality that has a well-equipped business department, by arranging for him to see a demonstration of selected equipment or by inviting him to take a field trip with you to observe the equipment used in modern offices.

Above all, the business teacher should take a positive approach at all times. Few if any school administrators



After essential items have been paid for, the school administration uses the money that is left over to buy equipment for the various departments

appreciate a teacher who complains and indicates that other departments are getting things at the expense of the department of business education. The business teacher must give the impression that he is proud to be a typing teacher, that the people who are graduated from his office practice class are the best in the country. He must insist that business education is *not* a dumping ground for poor students, but that there is a cross-section of the student body in his department—superior students as well as average and poor ones. Taking the positive approach to everything in the school will go a long way toward convincing the administration that the business education department needs and deserves to be better equipped.

Formulate a plan. Never approach a school administrator and merely state that you need new typewriters, new office machines, new duplicating machines or new classroom furniture. Be specific. Prepare a written report telling the administration why you need the new machines or furniture, listing the makes and models of the new equipment that will meet your needs, and present a plan for getting the equipment over a period of time. This plan should be based on your knowledge of the school's financial situation. Perhaps you would request one new chair, one new desk, one new typewriter a year—or you might request ten of each. Perhaps you would request a calculating machine this year, a stencil duplicating machine next year, an offset duplicator the next, and so forth. If your plan is realistic, you will be successful.

Here are three actual case histories that may be of help to you in deciding what you need to do to get better equipment for your department.

CASE 1

Mr. A was the chairman of a business department of a medium-size school. His students were typing on wobbly metal stands 26 inches high and sitting on kitchen chairs. This equipment had been in use for at least twenty years. One fall, Mr. A hired a new business teacher who told

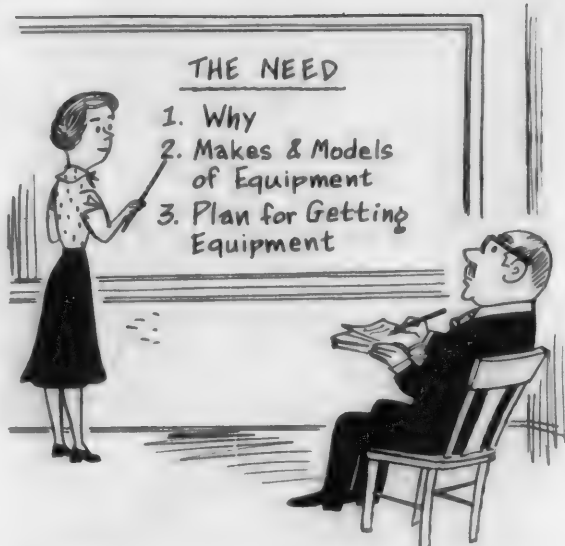
LET'S GO AFTER THE EQUIPMENT WE NEED (continued)

him that she couldn't teach typing effectively with such equipment. Mr. A declared that it was impossible to get any new desks or chairs because the school administration just didn't have the money. The new business teacher asked his permission to prepare a request for new desks and chairs, along with a list of reasons why they were needed. He told her that such an action would be useless, but that he would be glad to submit her plan to the administration once she had prepared it.

The young lady soon presented a written report. The first section dealt with the need for new desks and chairs. It was documented with statistics and statements from experts indicating that 26-inch tables are too low for most typing students. She gave the reasons why a stable desk is necessary for efficient typing and mentioned that a vibration-free desk would save money on service calls, since vibration is a frequent cause of malfunction of all types of business machines. She reported that the desk should have provisions for leveling the top surface—a screw-type foot or a self-leveling ball foot. She indicated that business education departments should attempt to use equipment similar to what is found in most offices—that is, a stable desk with an adjustable chair. She also mentioned that many schools use adjustable tables in their typing rooms. She stated that adjustable tables or chairs should be well constructed, with trouble-free adjustment mechanisms simple enough in nature so that students can make their own adjustments easily and without loss of classroom time.

The young lady went on to indicate that most businesses would not expect equipment to last nearly as long as the school had been using its tables and chairs—that, on a depreciation basis, the present equipment did not owe the school a cent. (She later asked five equipment salesmen to bring samples to the school and demonstrate them to the members of the faculty. She made sure, of course, that the administrators were invited to talk with these salesmen and see the demonstrations.)

In the last paragraph of her report, she said that 40 new desks and chairs were needed immediately, but



Never approach a school administrator for equipment without formulating a specific plan

that, if this was impossible, the department would like to have at least ten each year for the next four years.

The superintendent read her report, then presented it to the school board. Thirty days later, all 40 desks and chairs were installed in the classroom.

CASE 2

Miss B always complained to her colleagues that the equipment in her department was so old that it was not even considered for use in World War II. Whenever Miss B attended a business education convention and looked at the new equipment exhibited, she had already decided that this was not for her school, because money for such equipment simply was not available. When a business equipment salesman called on her, she would



Thirty days after the report was presented, all forty desks and chairs were installed

listen to him and then immediately make the decision that purchases were out of the question because of the terrific expense involved. She never indicated to the school administration that she needed new equipment because she was sure in her own mind that she could not get it. Sometimes equipment salesmen who came to see the administrator would ask his permission to see the business teacher. The administrator would insist that the teacher was very happy with what she had and he would prefer that the salesman not make her dissatisfied by showing her new equipment.

Miss B should not make herself obnoxious by running down to the administrator's office every day asking for new equipment, but she should prepare a definite, positive plan and present it to him. His reaction would undoubtedly be, "I had no idea that you needed anything in your department." This case history is an example of what happens in practically all phases of human endeavor. Unless you make your case known, your problem is not going to be solved.

CASE 3

Miss C used an entirely different approach to make her school administration aware of the needs of her department. She asked several businessmen from the local community to serve as an advisory committee to her department. Then she requested the committee to make a survey of the business equipment in the community and recommend specific equipment needed by her department to prepare young people for local work.

The businessmen were shocked to learn that the department responsible for training office workers and salespeople for their community wasn't adequately equipped. Several of the businessmen donated office machines that they were about to trade in, indicating that the trade-in value was so low that the machines would be worth much more if they could be used in the classroom. Some of the businessmen wanted to get the business community to contribute to a fund to equip the business education department. The business teacher told them that they were already contributing by paying taxes and she would prefer that the fund method be used only as a last resort.

The report of the businessmen was presented to the administration and the school board by one of the committee members. You can guess, of course, what the outcome was: The business education department got the equipment it needed because the school administration had been educated as to the needs of the department and its importance to the community. Undoubtedly the pressure exerted by the businessmen on the school board contributed to the success of this approach; but, in any case, most organizations (including schools) that spend tax moneys oil the door that squeaks the loudest—or for the most convincing reasons.

In summary, the business education department can get the equipment it needs by incorporating several of the following suggestions into a well-planned campaign to educate the school administration.

- Prepare a positive, forward-looking plan. Ask for what you require to maintain a topnotch program based on the needs of your students and the community.



Unless you make your case known, your problem is not going to be solved

- Prepare alternative plans to be presented in case your first suggestions are rejected for one reason or another.
- Present all the reasons you can think of why you need new equipment.
- Collect all the facts concerning several makes and types of equipment, then make a specific recommendation regarding the make and type you want.
- Support your choice with a statement of why the specific equipment is educationally sound and why it is best suited to your classroom situation.
- Do not consider the financial situation of your school system in the preparation of the original plan, which should be a long-range proposal designed to inform the administration of the needs of the business education department. If the administration is educated properly, the department will sparkle with new equipment.
- Use information and advertisements from the business education periodicals. The firms that advertise in these publications deserve our consideration because their support enables the publishers to hold down the cost of the periodicals to us.
- Always accentuate the positive. Clerks, typists and secretaries are just as important in today's world as are those in any other field of endeavor. Do the best possible job with the equipment available, but indicate to the administration that better training can be achieved with more up-to-date equipment.

THREE MEMOS ON TYPEWRITER REPAIRS FOR DETROIT PUBLIC SCHOOLS (From Division for Improvement of Instruction)

TO: Business Education Department Heads—Sept. 26, 1960

Repair service on typewriters in Detroit Public Schools is to be offered beginning October 3, 1960, on an automatic, weekly basis. The serviceman assigned will call, on the same day each week, at the school office or Business Department Head's office for lists of all typewriters not in warranty and in need of repair, and the repair requests on each machine.

All typewriters serviced are to be shown on the mechanic's service report, and a requisition confirming the work done is to be forwarded *at once each week* to the Purchasing Department.

The usual room list of machines, showing the serial numbers and repair needed, may be used. *Down Date* is no longer required.

Typewriters in *administrative use* may be serviced under this plan and should be listed on the body of the requisition, not on the attached list sheet.

Typewriters in Office Machines Room are eligible for this automatic weekly service, and an "attached sheet" may be used for Office Machines Room typewriters. Adding machines are not eligible, and service should be requisitioned as usual through the Requisition Department.

Suggested shop repairs on typewriters must be approved by the Purchasing Department before work is done, and a separate requisition must be forwarded for any shop work.

Typewriters under warranty will require the usual requisition with attached list and the manufacturer's serviceman will be sent to service these typewriters after the requisition is received in the Purchasing Department.

TO: Business Education Department Heads—Oct. 3, 1960

Serviceman should arrive at school building early enough to finish his work by 4:00 p.m.

Serviceman should report to school office or Business Department Head to receive lists of typewriters and repair requests.

All machines serviced should be shown on a signed service report along with mechanic's name, date, room number, arrival and departure time. Major repair parts used are to be shown on this service report.

A separate service report is to be used for each room of instructionally used typewriters. All administrative typewriters serviced may be listed on one service report.

Service reports should be numbered, and one copy is to be left in school office. One copy is to be forwarded to the Purchasing Department within seven days of service date.

Invoice once monthly for each school, showing machines serviced, total parts used, service report numbers covered and labor costs.

Suggested shop repairs must be reported to the school department head, and estimate of cost is to be promptly reported to the Purchasing Department by the service company. If approved, a separate purchase order will be issued for major shop repair.

Typewriter service in administrative offices of the schools will be handled as usual by notifying the service company by telephone as requisitions are received in the Purchasing Department. A purchase order will be issued for each request.

TO: Principals, Business Education Department Heads and Typewriting Teachers—Oct. 10, 1960

In order to expedite the instructional typewriter repair service in the secondary schools, a committee of business educators, invited by the Assistant Superintendent of High

Schools to meet with representatives of the Purchasing Department, recommends the following procedures:

1. Requisitions for repairs *if needed* should be submitted on the assigned day by junior and senior high schools according to the district organization in the Detroit Public Schools.

2. Senior High Schools may requisition typewriter repairs each week *if needed*. Junior High Schools may requisition biweekly *if needed*. Requisitions must be prepared and forwarded according to the following schedule: (*Detailed breakdown is omitted—ED.*) Friday is not scheduled but is reserved for special emergency repair cases in elementary schools and administrative and supervisory offices.

3. Requisition may be a request to repair "as per attached list," but should show room number, make of machine and quantity of machines. "Attached list" should be very similar to the sample furnished herewith. (*See opposite page—ED.*) If two or more makes of machines are used in one room, a *separate sheet* and requisition must be made up for each make of typewriter. *Complaints listed are to be typewritten.* All pupil reports of needed repairs should be verified by instructor or department head.

4. In case other machines get out of order between the time the requisition and typewriter repairs records have been submitted and the time the serviceman arrives in the building, *please request that the additional typewriters be serviced.* A second copy of the typewriter repair record should be submitted with the regular request for service the next week, stating that the following additional typewriters were serviced by the repairman and do not appear on the requisition, No. _____ and typewriter repair records for the previous week.

5. Serviceman is to be furnished for his guidance a copy of the original complaint sheet and also sheet showing any added requests. These are to be returned to school personnel on completion of repair.

6. Please use 8½ x 11 paper for all typewriter repair records.

7. In order that accurate service reports may be tabulated for each make of typewriter used for instruction, it is requested that *all typewriter repairs be serviced only by board of education servicemen.*

8. It will be necessary that each school submit reports promptly on the scheduled day for their district, if our typewriter service is to improve.

9. The requisition and typewriter repair records are to be sent directly to a representative of the Purchasing Department.

ATTN.: Business Education Department Heads

Please note the following comments, which are necessary because of deviations by some schools from recommended procedures.

1. "Attached Sheet" procedure is to be used only for requests involving a regular typing room using about 40 machines.

2. List only one *make* of machine on any one requisition. List only one *make* of machine on "Attached Sheet."

3. It is not necessary to list machine numbers and complaints on *both* attached sheet and requisition.

4. When adding to an existing list of typewriter repair requests, additions are permitted only as they involve instructional typewriters of the same make, which can be completed without an additional trip. Repair record sheets showing machine numbers must be forwarded to Purchasing Department no later than one week after the original request. Added machines should be acknowledged on the purchase order receiving copy.

THESE MEMOS indicate some of the points to be considered in setting up a typewriter repair system.

CATALOG

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OF BUSINESS CLASSROOM EQUIPMENT

Catalog Editor:
RAYMOND HAMILTON

THIS CATALOG contains a representative listing of equipment in the categories shown above; the listing is alphabetical by manufacturer's name within each category. The catalog does not pretend to cover any of these categories completely but is meant to serve as a general guide. The information given here was obtained directly from the manufacturers. Not all manufacturers to whom we mailed questionnaires replied; therefore, some major makers of business classroom equipment are not represented. If you want further details about any of the products or teaching aids listed here, please use the coupons provided on pages 18 and 32.

ADDING MACHINES

FULL-KEYBOARD ADDING MACHINES

American Office Equipment Co.
24 East 21 Street
New York 10, N. Y.

(Circle 1 on Inquiry Coupon)

Model: Elite (manual)

Features: Direct subtraction; repeat key; nonprinting; capacity 8-9

Introduced: December, 1960

List price: \$49.50



Monroe Calculating Machine Co., Inc.
555 Mitchell Street
Orange, N. J.

(Circle 2 on Inquiry Coupon)

Model: Monroe 011A13 (electric)

Features: Automatic clear signal; repeat; two-color ribbon; direct subtraction; credit balance; nonadd key;



automatic space-up after total and subtotal; capacity 10-10
Introduced: 1957
School price: \$270
Other models: Manual, grand total and wide carriage in various capacities

National Cash Register Co.
 Dayton 9, Ohio
 (Circle 3 on Inquiry Coupon)
Model: National One-Sixty (electric)
Features: Front-feed carriage; auto-



matic dater; visible answer dials; program bars
Other models: Full line of adding machines

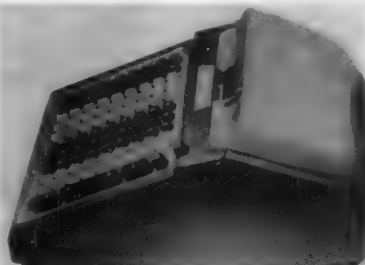
Remington Rand Division
 Sperry Rand Corp.
 315 Park Avenue South
 New York 10, N.Y.
 (Circle 4 on Inquiry Coupon)
Model: Remington FK711 (electric)
Features: All controls live; twin add and total bars; direct subtraction;

jump space after totals; capacity 8-9
Introduced: October, 1959
List price: \$169.50
Other models: 269 (automatic divi-



sion signal, credit balance, two-color ribbon, extra-capacity key), 124 (manual, direct subtraction)
Teaching aids: Six-lesson adding machine office practice course

Victor Adding Machine Co.
 3900 North Rockwell Street
 Chicago 18, Ill.
 (Circle 5 on Inquiry Coupon)
Model: Premier 61-85-54 (electric)



Features: L-shaped zero bar; three motor bars; live correction key; non-add key
Introduced: 1960
Other models: manual and electric: Premier in capacities from 8-9 to 11-11; Champion line; Imperial line
Teaching aids: Wall chart; "Secrets of Speed;" "Adding Machine-Calculator Instruction Workshop"

TEN-KEY ADDING MACHINES

Addo-x, Inc.
 300 Park Avenue
 New York 22, N. Y.
 (Circle 6 on Inquiry Coupon)
Model: Addo-x 2341E (electric)
Features: Separate multiplication keyboard; credit balance; constant key; nonadd key; capacity 10-11
List price: \$416 (Incl. Fed. Tax)
Other models: Range from Addo-x



IF YOU WANT MORE INFORMATION

about any product or service listed in this issue . . .

. . . Locate the key number of the editorial item (bold-face number following manufacturer's name and address) or advertisement (bold-face number immediately above or below advertisement) and circle it on the inquiry coupon on the reverse side of this page. Then print your name and address in the space indicated, and mail the coupon to:

Reader Service Department
 BUSINESS EDUCATION WORLD
 330 West 42 Street
 New York 36, N. Y.

ADDING MACHINES Ten-Key (continued)

44E (capacity 7-8, direct subtraction) (\$198.50) to 3541E (positive and negative multiplication, decimal indicator, accumulating register) (\$595)

Alma Office Machine Corp.
349 Broadway
New York 13, N. Y.

(Circle 7 on Inquiry Coupon)

Model: Everest Plurima Electric
Features: Credit balance; weighs 15½ pounds; self-clearing repeat mechanism;

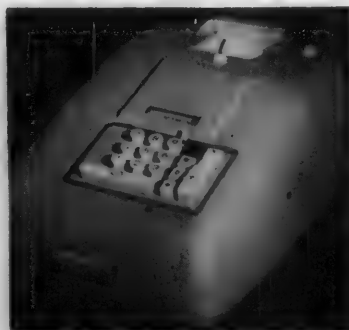


ism; 8-9 or 10-11 capacity
Introduced: 1960
List price: \$189.50 (8-9 capacity)
Other models: Everest Plurima Manual (8-9 capacity) (\$129.50)

Comptometer Corp.
5600 West Jarvis Avenue
Chicago 48, Ill.

(Circle 8 on Inquiry Coupon)

Model: Comptograph 220S



Features: Short-cut multiplication; 220 cycles per minute; capacity 9-10
Introduced: 1958

School price: \$283.50

Other models: Printing multipliers; duplex model; duplex shuttle carriage models

Teaching aids: Teaching manual

Facit, Inc.
404 Park Avenue South
New York 16, N. Y.

(Circle 9 on Inquiry Coupon)

Model: Facit XX11C-8

Features: Automatic step-over; credit balance; automatic short-cut multi-



plication; nonadd; nonprint; capacity 10-11

School price: on request

Other models: Electric: X9S, X9C, X11C; manual: H9S-5

Friden, Inc.
2350 Washington Avenue
San Leandro, Calif.

(Circle 10 on Inquiry Coupon)

Model: Friden ACY

Features: L-shaped zero bar; window shows figures entered before printing;



wide platen; automatic step-over; credit balance; clear signal

Introduced: 1959

List price: \$369

Teaching aids: Operation booklet; wall chart; student certificates

Monroe Calculating Machine Co., Inc.
555 Mitchell Street
Orange, N. J.

(Circle 11 on Inquiry Coupon)

Model: Monroe Little Giant 811H14 (manual)

USE THIS INQUIRY COUPON TO GET MORE INFORMATION

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160

Name
School
Address
City State

Clip coupon and mail to:
Reader Service Department
Business Education World
330 West 42 Street
New York 36, New York

This inquiry card valid until December 31, 1961

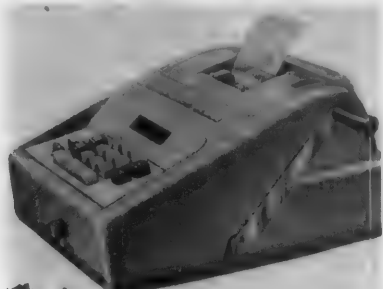
Features: Direct subtraction; credit balance; nonadd; repeat; two-color ribbon; capacity 8-9
Introduced: March, 1958
School price: \$112.13
Other models: Other manual, electric,



grand total, wide tabulating carriage, and shuttle action models with various capacities
Teaching aids: Office practice course; wall charts

**Remington Rand Division
 Sperry Rand Corp.
 315 Park Avenue South
 New York 10, N.Y.**

(Circle 12 on Inquiry Coupon)
Model: Remington Rand 2 (manual)
Features: Direct subtraction; repeat key; two-color ribbon; credit balance



(in 8-8 capacity only); capacities 7-7, 7-8, or 8-8
Other models: 71 (manual) (\$99.50 list); 3 (electric), DX 94 (electric, automatic division, semiautomatic multiplication)
Teaching aids: Six-lesson adding machine office practice course

**Marchant Division
 Smith-Corona Marchant, Inc.
 410 Park Avenue
 New York 22, N. Y.**

(Circle 13 on Inquiry Coupon)
Model: Marchant 1100 (electric)
Features: Capacity 10-11; light



weight; automatic total, sub-total, credit balance; live subtraction key; back space key; listed figures print black, all answers red
Introduced: 1961
List price: \$325

**Underwood Corp.
 1 Park Avenue
 New York 16, N. Y.**

(Circle 14 on Inquiry Coupon)
Model: Underwood-Olivetti Electrosumma 22 (electric)
Features: 220 cycles a minute; credit balance; automatic date keys; live nonadd, clear, and backspace keys;



nonprint key; capacity 12-13
School price: \$228
Other models: Multisumma 22 (automatic positive and negative multiplication) (\$295)
Teaching aids: Ten-lesson course

**Victor Adding Machine Co.
 3900 North Rockwell Street
 Chicago 18, Ill.**

(Circle 15 on Inquiry Coupon)
Model: Premier 71-85-54 (electric)
Features: L-shaped zero bar; three motor bars; live correction key; non-add key
Introduced: 1960
Other models: Premier in capacities from 8-9 to 11-11; Champion line; Imperial line
Teaching aids: Wall chart; "Secrets of

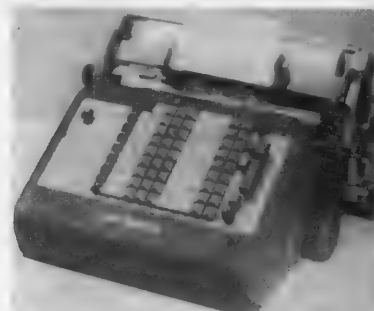


Speed;" "Adding Machine-Calculator Instruction Workbook"

BOOKKEEPING MACHINES

**Monroe Calculating Machine Co., Inc.
 555 Mitchell Street
 Orange, N.J.**

(Circle 16 on Inquiry Coupon)
Model: Monroe President 145B100
Features: Single register; automatic dating; automatic credit balance;



15 $\frac{3}{4}$ -inch carriage; adjustable program; capacity 10-10 plus listing symbol
Introduced: November, 1957
School price: \$592.50
Other models: 15 other models ranging in capacity from 2 to 8 registers
Teaching aids: Wall chart

**National Cash Register Co.
 Dayton 9, Ohio**

(Circle 17 on Inquiry Coupon)
Model: Class 33
Features: 21 separate totals; automatic credit balance for each total; program allows up to four totals to be affected by single operation; single key automatically totals or subtotals all 21

BOOKKEEPING MACHINES

(continued)



totals in sequence; removable program bars

Other models: Class 31; Class 32

CALCULATORS

KEY-DRIVEN CALCULATORS

Comptometer Corp.
5600 West Jarvis Avenue
Chicago 48, Ill.

(Circle 18 on Inquiry Coupon)

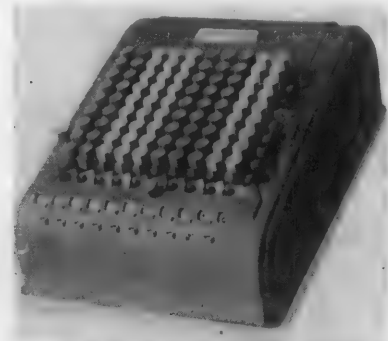
Model: Comptometer 3D11 (manual)
Features: Light key stroke; calculation safeguard facilitates multiplication and division; accuracy key protects against partial key strokes; large answer dials; decimal markers

Introduced: 1950

School price: \$445.50

Other models: Duplex 9D; Customatic 616CE; Model M (manual); Model 99CC (electric)

Teaching aids: "Comptometer Course for Business Training" (teaching manual)



PRINTING CALCULATORS

Alma Office Machine Corp.
349 Broadway
New York 13, N. Y.

(Circle 19 on Inquiry Coupon)

Model: Everest M-4 (electric)
Features: Automatic division and multiplication; credit balance; multiplication by telephonelike dial; all



factors print; ten-year parts guarantee; capacity 11-11

Introduced: 1959

List price: \$475

Other models: Everest Multarapid (\$369)

Remington Rand Division
Sperry Rand Corp.
315 Park Avenue South
New York 10, N. Y.

(Circle 20 on Inquiry Coupon)

Model: Remington Rand 99 (electric)
Features: Automatic multiplication, division; "memory" lock key; prints



essential figures only; capacities 11-12, 12-13, or 13-14

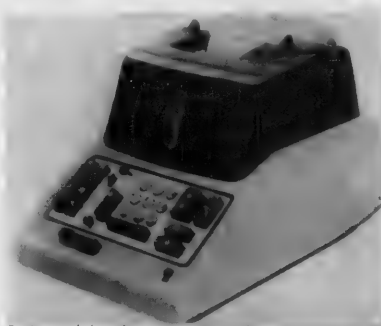
Teaching aids: Six-lesson printing calculator course

Underwood Corp.
1 Park Avenue
New York 16, N. Y.

(Circle 21 on Inquiry Coupon)

Model: Underwood-Olivetti Divisumma 24 (electric)

Features: Automatic positive and negative multiplication; automatic division; credit balance; single register



add and subtract; automatic product re-entry; capacity 12-13

School price: \$540

Other models: Tetractys (dual register) (\$787.50)

Teaching aids: Ten-lesson course

Victor Adding Machine Co.
3900 North Rockwell Street
Chicago 18, Ill.

(Circle 22 on Inquiry Coupon)

Model: Victor 75-85-54 (electric)
Features: Credit balance, constant total and total transfer; live nonadd/repeat key; capacity 10-11



Introduced: 1960 (revised)

List price: from \$435 to \$635

Teaching aids: Wall chart; "Automatic Printing Calculator Handbook"; Adding Machine - Calculator Instruction Workbook"

ROTARY CALCULATORS

Bohn Duplicator Co.
444 Park Avenue South
New York 16, N. Y.

(Circle 23 on Inquiry Coupon)

Model: Bohn Context Calculator (manual)

Features: Ten keys; actuating bar

BUSINESS EDUCATION WORLD



similar to electric motor bar (palm pressure); automatic step-over for multiplication and division; weight 6 pounds; size 10 by 7 by 3½ inches; capacity 10-11

List price: \$125

Other models: Bohn Contex 20 (electric) (\$235)

Diehl Calculating Machines, Inc.

527 Madison Avenue

New York 22, N. Y.

(Circle 24 on Inquiry Coupon)

Model: Diehl Supermatic V 15

Features: Automatic multiplication, division; automatic constant; auto-



matic decimals; automatic clearances; capacity 8-7-15

List price: \$675

Other models: V 18 (capacity 9-9-18) (\$735); VR 18 (with product transfer) (\$835); VSR (with product transfer and automatic memory) (\$1095)

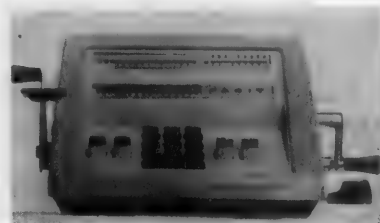
Facit, Inc.

404 Park Avenue South

New York 16, N. Y.

(Circle 25 on Inquiry Coupon)

Model: Facit CM2-16 (manual)



Features: Ten-key; direct back-transfer; capacity 9-11-16

Introduced: 1960

School price: on request

Other models: CA1-13 (electric); CS1-13 (electric)

Friden, Inc.

2350 Washington Avenue

San Leandro, Calif.

(Circle 26 on Inquiry Coupon)

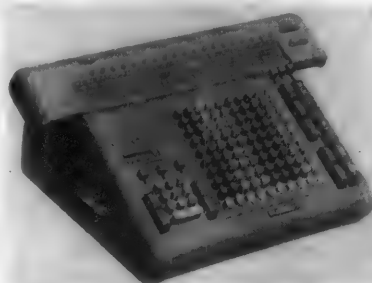
Model: Friden STW

Features: Automatic multiplication, division, decimals, carriage positioning and clearance; dial locks; keyboard and column locks; separate multiplier keyboard

Introduced: 1949

List price: \$820 (8-bank keyboard); \$880 (10-bank keyboard)

Other models: SRW (Automatic square root); SBT (automatic chain



multiplication); SW (automatic multiplication, semiautomatic division); CW (automatic division, semiautomatic multiplication); DW (semiautomatic division and multiplication)

Teaching aids: Manual with practice problems; wall chart with teacher's guide; tests and certificates

Marchant Division

Smith-Corona Marchant, Inc.

410 Park Avenue

New York 22, N.Y.

(Circle 27 on Inquiry Coupon)

Model: Figurematic 8 ADX

Features: Automatic positive and negative multiplication; automatic division; three-factor multiplication proof;



automatic repeat addition and subtraction; capacity 8-8-16

Introduced: 1954

List price: \$695

Other models: Deci-Magic SKA (automatic decimals); Transflo TR10FA (back transfer); Semi-Automatic 8DE (Automatic division, bar controlled multiplication)

Teaching aids: Wall chart, school manual with problems, teacher's guide

Monroe Calculating Machine Co., Inc.

555 Mitchell Street

Orange, N. J.

(Circle 28 on Inquiry Coupon)

Model: Monroe Educator II (manual)

Features: Special model for school use; standard keyboard; same general features of standard models but man-



ual and with slightly smaller capacity; capacity 7-7-14

School price: \$195 (Sold only to schools)

Other models: 20 different models: manual, semiautomatic, fully automatic

Teaching aids: Wall chart; office practice course; teacher's guide

FOR MORE DETAILS on products or services, fill out coupons, using key numbers. In editorial items, key number follows manufacturer's name and address; in advertisements, key number appears immediately above or below advertisement.

POSTURE CHAIRS

Ajusto Equipment Co.
515 Conneaut Street
Bowling Green, Ohio

(Circle 29 on Inquiry Coupon)

Model: CPC 1520 Ajustrite
Features: Plywood seat and backrest; horizontal and vertical backrest adjustment of 5 inches; seat height ad-



justment from 15 to 20 inches; 20-inch cast iron base; height adjusted by lifting seat

List price: \$24

Other models: Also available with tubular base, solid saddle seat

Teaching aids: Posture posters

All-Steel Equipment Inc.
Aurora, Ill.

(Circle 30 on Inquiry Coupon)

Model: 1840 Secretarial
Features: Fully adjustable; torsion bar mechanism; foam rubber seat and



back; choice of fabric and finish
Introduced: July, 1960
List price: approximately \$75

Art Steel Co., Inc.
170 West 233 Street
New York 63, N. Y.

(Circle 31 on Inquiry Coupon)

Model: Steno 604
Features: 4 adjustments; seat height adjusts from 18 to 21 inches; foam rubber seat; seat size 18 by 16 inches;



back size 14½ by 10 inches
Introduced: 1954

List price: \$65

Other models: 603 (with arms)

Bevco-Precision Manufacturing Co.
831 Chicago Avenue
Evanston, Ill.

(Circle 32 on Inquiry Coupon)

Model: PS31
Features: 5 adjustments; cut-thread adjusting screw; webbing upholstery



(guaranteed 5 years); seat size 18 by 15½ inches; back size 14½ by 12 inches

List price: \$29.95

Cole Steel Equipment Co., Inc.
415 Madison Avenue
New York 17, N.Y.

(Circle 33 on Inquiry Coupon)

Model: 2880

Features: Seat size 17 by 14 inches;



foam rubber seat and back; casters; tubular base

List price: \$26.95

Other models: 2810 (\$42.50); 2810-RS (\$32.95); 2811 (\$65)

Desks of America, Inc.
P. O. Box 6185
Bridgeport 6, Conn.

(Circle 34 on Inquiry Coupon)

Model: 47

Features: Plastic seat and back; tubular steel base; three-way adjust-



ment; concealed mechanism; rubber casters

Introduced: 1959

Other models: 49 (foam rubber seat and back); 48 (plywood seat and back)

Fabricated Metal Specialties
199 Main Street
White Plains, N.Y.

(Circle 35 on Inquiry Coupon)

Model: G-100

Features: 3 adjustments; seat height

from 17 to 20 inches; dual-mounted backrest; riveted seat and back construction; riveted tubular leg construction; 10-year guarantee
 Introduced: May, 1960
 School price: \$13.50



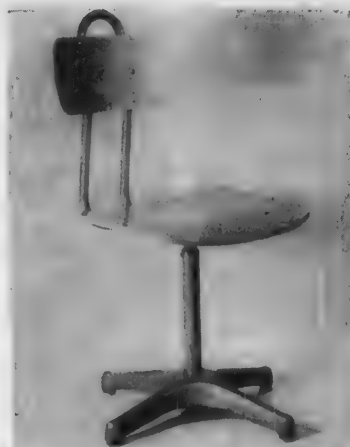
Other models: C-200 (same, with casters); H-300 (same, high base, seat height from 29 to 32 inches)

Fritz-Cross Co.
 300 East Fourth Street
 St. Paul 1, Minn.
 (Circle 36 on Inquiry Coupon)
 Model: 610
 Features: Foam rubber seat and back;



3 adjustments; tubular base; casters
 List price: \$44.50
 Other models: Full line of posture chairs at various prices

Garrett Tubular Products, Inc.
 802 East King Street
 Garrett, Ind.
 (Circle 37 on Inquiry Coupon)
 Model: PC-1521
 Features: 3 adjustments; height from



15 to 21 inches; cast iron base; plywood seat and backrest; rubber glides; height adjusted by lifting seat; 12-year guarantee
 School price: \$16
 Other models: P-1521 (same, tubular base)

Globe-Wernicke Co.
 Norwood
 Cincinnati 12, Ohio
 (Circle 38 on Inquiry Coupon)
 Model: Fine-Rest SP 550
 Features: 5 adjustments; foam rub-



ber and spring seat; foam rubber back; seat size 16½ by 14½ inches; backrest size 8 by 12 inches; aluminum construction

FOR MORE DETAILS on products or services, fill out coupons, using key numbers. In editorial items, key number follows manufacturer's name and address; in advertisements, key number appears immediately above or below advertisement.



No dirty wheels or knobs or tools to handle. Just lift the seat to the desired height. The Ajustrite patented adjusting mechanism is the reason hundreds of thousands of Ajustrite Chairs and Stools are in service today. It's the oldest, the simplest, the fastest. And the most trouble-free—that's why we guarantee it for 10 years!

30-DAY FREE TRIAL No obligation. Prove to yourself the Ajustrite advantages in utility, comfort and economy.

32 Models for Factories • Schools • Laboratories • Hospitals • Offices



AJUSTERITE
 CHAIRS AND STOOLS

AJUSTO EQUIPMENT CO.
 Bowling Green, Ohio

(Circle 141 on Inquiry Coupon)

POSTURE CHAIRS

(continued)

Hamilton Cosco, Inc.
2525 State Street
Columbus, Ind.

(Circle 39 on Inquiry Coupon)

Model: 15 F

Features: 3 adjustments; seat height from 17½ to 21 inches; seat depth



from 14½ to 16 inches; metal seat pan with foam rubber
List price: \$29.95
Other models: Same with spring back

Royal Metal Manufacturing Co.
1 Park Avenue
New York 16, N.Y.

(Circle 40 on Inquiry Coupon)

Model: 1750 Student Posture Chair

Features: Adjustable back; birchwood



seat and backrest; square tubular legs; rubber glides; seat size 16½ by 15¼ inches; height 17¼ inches; backrest size 13 by 7 inches

Toledo Metal Furniture Co.
1200 North Hastings Street
Toledo 7, Ohio

(Circle 42 on Inquiry Coupon)

Model: 9610

Features: Easy seat-height adjust-



ment; birch plywood seat; adjustable backrest; tamperproof parts; ball and socket swivel glides, casters optional
Introduced: Fall, 1957

COPYHOLDERS

Stylox Seating Co.
Delanco, N.J.

(Circle 41 on Inquiry Coupon)

Model: 740

Features: 3 adjustments; seat height from 17 to 20 inches; seat size 16 by



14½ inches; backrest size 12 by 7½ inches; foam rubber seat
List price: \$23.50
Other models: Other posture chairs with spring or firm backs

Bankers Box Co.
2607 North 25 Avenue
Franklin Park, Ill.

(Circle 43 on Inquiry Coupon)

Model: Liberty 76

Features: One-piece all metal; 7 by



9½ inches with 5-inch base
Introduced: 1950
School price: \$1.30

Famous Harco
LIFT-LOK
Chairs and Stools

HARCO

Write, wire or call for FREE 30 day trial and details

Over 25 styles and sizes of chairs and stools available. Equipped with the famous "Lift-Lok" mechanism.

P-1521

MATCHING CHAIRS AND STOOLS FOR ALL HARCO EQUIPMENT

The all NEW exclusive "Lift-Lok" adjustment automatically adjusts the seat for persons of all heights. From its lowest position to the desired height simply lift up seat and seat will automatically lock.

SIMPLE - INSTANT - POSITIVE

"LIFT-LOK" Posture Chairs And Stools By HARCO

Over 25 models of completely adjustable chairs and stools. Full 7" height adjustment.

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FULL 12 YEAR GUARANTEE ON ALL HARCO CHAIRS AND STOOLS

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1000 N. 10th St., Milwaukee, Wis.

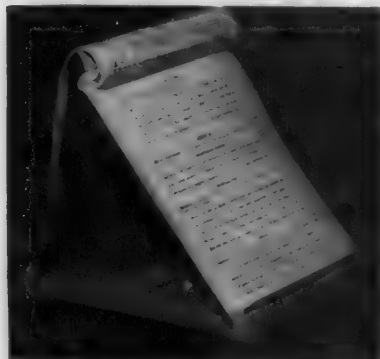
(Circle 148 on Inquiry Coupon)

Clear-View Co.
2227 Fern Street
San Diego 4, Calif.

(Circle 44 on Inquiry Coupon)

Model: Clear-View Copybook Holder

Features: Holds all top-bound books;



size 8 by 11 by 1 inches; plastic construction; grooves for pens or pencils
Introduced: May 1954

Price: \$2 each; 12 to 48, \$1.75 each; 49 to 96, \$1.60 each; 97 or more, \$1.50 each

Franklin Table Co.
116 North Fourth Street
Louisville 2, Ky.

(Circle 45 on Inquiry Coupon)

Model: Flick A Line

Features: 8 3/4 by 14 inch panel in slotted wood base; reversible for right



or left, high or low position; finger rolls rubber wheel for line spacing
List price: \$7.95

Other models: Sightly Copy Holder (\$6.95)

R. Funk & Co., Inc.
755 North Easton Road
Doylestown, Pa.

(Circle 46 on Inquiry Coupon)

Model: Cop-E-Eez

Features: Typewriterlike space bar



moves line indicator; adjustable board angle; single or double spacing; line indicator extendable to 17 inches

Introduced: 1949

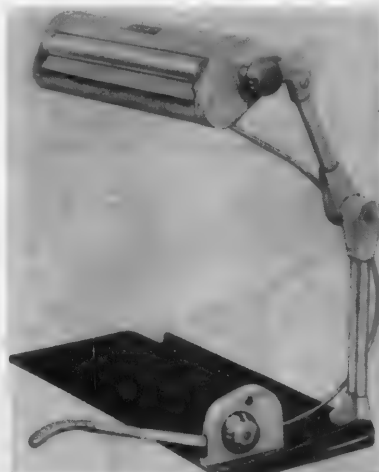
List price: \$17.67 (incl. Fed. tax)

Hall-Welter Co., Inc.
46 Mount Hope Avenue
Rochester 20, N.Y.

(Circle 47 on Inquiry Coupon)

Model: Speedrite 11

Features: Adjustable height, focal distance, and tilt; built-in magnifier; ad-



justable line spacing; folds over typewriter when not in use

Introduced: 1958

School price: \$38.25

Other models: Speedrite Accounting Copyholder (wider copy); Error-No Copyholder

Pres-To-Line Corp. of America
2045 West Rosecrans Avenue
Gardena, Calif.

(Circle 48 on Inquiry Coupon)

Model: 55-M Copyholder

Features: Adjustable line spacing; front eye-level reading; adjustable height, focal distance; base plate rests

(Circle 142 on Inquiry Coupon)

ALL METAL COPYHOLDER THAT CAN'T BREAK

FOR ONLY **\$1.35**



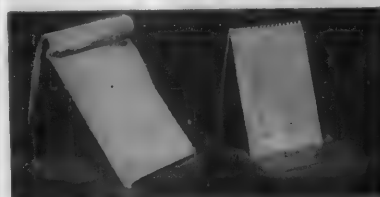
Liberty COPYHOLDER

Rugged is the word for this easy-to-use copy prop. It can't break down—no gadgets. Assures correct sight-level for accurate typing of all copy work. Used in high schools, business colleges, by typists in every kind of business. Secretaries love it!

Three attractive pastel shades—desert tan, sea foam green, steel gray. Available at stationery stores or send us \$1.35, we pay postage.

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2607 North 25th Ave. • Franklin Park, Ill.

**UP GOES
EFFICIENCY**
in classroom or office!



**CLEAR-VIEW
COPYBOOK HOLDER**
holds all sizes and types
of top-bound books

- ✓ Relieves eye strain, tension; promotes accuracy, speed
- ✓ 8" x 11" x 1" size: fits all desks, provides for easy storage
- ✓ Two convenient grooves for pens or pencils
- ✓ Will not "walk" off desk
- ✓ Attractive colors (green, bronze, ivory, metallic gray, pastel yellow)
- ✓ Smooth surface provides easy cleaning and harmonious appearance
- ✓ Constructed of long-lasting, reinforced high-impact polystyrene plastic

PRICES

1-11 Copybook Holders	\$2.00 each
12-48 Copybook Holders	1.75 each
49-96 Copybook Holders	1.60 each
97 and more	1.50 each

Prices F.O.B. San Diego, California

CLEAR-VIEW COMPANY

Dept. B. 2227 Fern St., San Diego 4, Calif.

(Circle 143 on Inquiry Coupon)

COPY HOLDERS

(continued)

under rear feet of typewriter; holds single sheet, pamphlet, steno book
School price: \$44.96 (14-inch width)



Other models: Widths to 32 inches; BK-55 (with floor pedestal for bookkeeping machine use); 55-AF (with foot pedal instead of hand spacing lever)

Rite-Line Corp.
4209 39 Street, N.W.
Washington 16, D.C.

(Circle 49 on Inquiry Coupon)

Model: Rite-Line

Features: Adjustable for single, double



or triple line spacing; eyeguide adjustable to 20-inch width; compact

Introduced: 1945

List price: \$19.95

Royal McBee Corp.
Westchester Avenue
Port Chester, N.Y.

(Circle 50 on Inquiry Coupon)

Model: Royaligner Copyholder

Features: Adjustable line spacing;



eye-level reading; holds papers or steno books

Introduced: August, 1960

School price: \$52.10 (16-inch carriage)

DESKS & TABLES

BOOKKEEPING DESKS

Desks of America, Inc.

P. O. Box 6185

Bridgeport 6, Conn.

(Circle 51 on Inquiry Coupon)

Model: 731

Features: Top 36 by 20 inches; plas-



tic top; plastic tote tray available; modesty panel available

Introduced: 1961

Royal Metal Manufacturing Co.

1 Park Avenue

New York 16, N.Y.

(Circle 52 on Inquiry Coupon)

Model: 1740

Features: Top 35 by 24 inches, 30 inches high; two book compartments; Fibersin top; square tubular steel legs; rubber glides; birch top available



Increase your Typing Speed and Accuracy with

NO-SLIP COPY HOLDER

Preferred by thousands of teachers and students

Avoid Eyestrain Fatigue

Keeps copy at correct angle for easier reading

Made of flexible green rubber, the NO SLIP COPY HOLDER is designed specifically to support all standard typewriting books and stenographic notebooks. Adjusts easily to your correct typing angle. Folds for easy storage in pocket or purse. 12" long, 1" wide. Guaranteed to last a lifetime.

only **39¢** each, post paid anywhere in the U.S. or Canada. Quantity prices on request.

Improve typing efficiency immediately!

MELVIN E. JOHNSON
BOX 6704, BRYANT STATION
ONE BEACH 13, BOSTON

(Circle 144 on Inquiry Coupon)

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MACHINES DESKS

Acorn Products Co.
3750 North Powell Avenue
Franklin Park, Ill.
(Circle 53 on Inquiry Coupon)
Model: 5095
Features: Top 34 by 16 inches, 26



inches high; two drawers; book shelf;
swivel casters
Introduced: 1960
School price: \$8.90

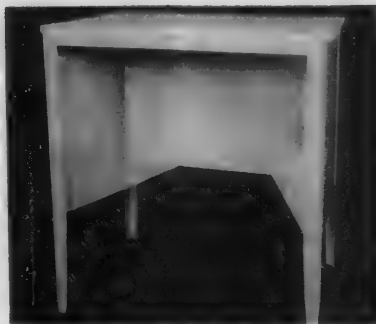
Desks of America, Inc.
P. O. Box 6185
Bridgeport 6, Conn.
(Circle 54 on Inquiry Coupon)
Model: 720

Features: Top 36 by 20 inches; machine well front width 16½ inches,



rear width 13¼ inches, depth 18 inches; birch construction; plastic writing surface; modesty panel
Introduced: 1960

Fabricated Metal Specialties
199 Main Street
White Plains, N.Y.
(Circle 55 on Inquiry Coupon)
Model: 167 Electric Machine Stand



Features: Top 17 by 24 inches, 27 inches high; unitized construction; self-leveling glides; Formica top
Introduced: May, 1960
School price: \$22.50

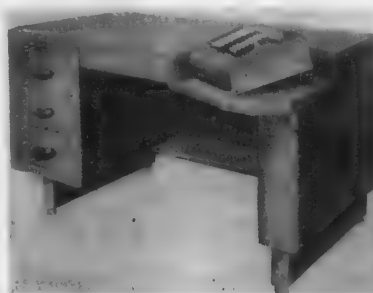
Garrett Tubuar Products, Inc.
802 East King Street
Garrett, Ind.
(Circle 56 on Inquiry Coupon)

Model: 318
Features: Two-level top each 18 by



24 inches; one level 26½ inches high, the other 30 inches; plastic or rubber padded top; book compartment; self-leveling glides; right- or left-handed, modesty panel available
School price: approximately \$35
Other models: 318A (with angled machine platform)

Globe-Wernicke Co.
Norwood
Cincinnati 12, Ohio
(Circle 57 on Inquiry Coupon)
Model: Streamliner 3S-60 CMDL



Features: Machine platform 4 inches lower than top; center drawer, arm slide, 3 box drawers; linoleum or plastic top; island bases or fiber glass legs; left- or right-handed

Rutherford Duplicator Co.
P. O. Box 13087
Houston 19, Texas
(Circle 58 on Inquiry Coupon)
Model: Rudco Office Machine Stand
Features: Top 16 by 28 inches, 30



inches high; steel construction; casters optional
List price: \$18.45

TYPEWRITER DESKS & TABLES

Acorn Products Co.
3750 North Powell Avenue
Franklin Park, Ill.
(Circle 59 on Inquiry Coupon)
Model: 5090 Typing Table
Features: Size 16 by 20 by 20½

THESE DESKS PAY FOR THEMSELVES!

Maintenance costs sharply reduced through unsurpassed construction and styling! The grace and beauty of natural wood in durable classroom furniture—crafted to withstand severest punishment.



#700
Typewriter Desk

A complete line of classroom desks, cabinets, modular arrangements, seats, and chairs. Write for your copy of latest brochure.

DESKS OF AMERICA, Inc.

(Circle 145 on Inquiry Coupon)

DESKS & TABLES—

Typewriter (continued)



inches, opens to 16 by 38 inches;
swivel casters

Introduced: 1959

School price: \$5.40

Ajusto Equipment Co.
515 Conneaut Street
Bowling Green, Ohio

(Circle 60 on Inquiry Coupon)

Model: 2830 Ajustrite "L"

Features: Welded tubular steel frame;

typewriter section 19 by 18 by 28
inches; desk section 14 by 18 by 29½
inches

Introduced: 1956

List price: \$56.25 (Vibrex top);
\$65.50 (FibreResin top)



Other models: Small typewriting table;
instructor's table

All-Steel Equipment, Inc.
Aurora, Ill.

(Circle 61 on Inquiry Coupon)

Model: 4073 Typewriter Desk

Features: Top 54 by 30 inches; 26
inches high; Textolite or Formica
top; dent-free molding; letter or box
drawers

Introduced: July, 1960

List price: approximately \$250



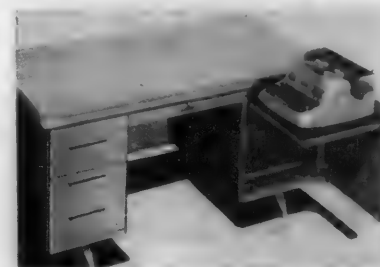
Other models: Single pedestal, 42 by
30 inches; double pedestal, 60 by 30
inches

Art Steel Co., Inc.
170 West 233 Street
New York 63, N. Y.

(Circle 62 on Inquiry Coupon)

Model: Secretaire 7560T

Features: Top size 30 by 60 inches;



double pedestal; spring balanced type-
writer platform; cast aluminum legs

Introduced: 1952

List price: \$192.50

Cole Steel Equipment Co., Inc.
415 Madison Avenue
New York 17, N.Y.

(Circle 63 on Inquiry Coupon)

Model: 759

Features: Opens to 39¼ by 17 inches;
drawer; book shelf; steel construc-
tion; casters

List price: \$12.95



TA 234

A counterbalanced spring type mechanism allows fast, accurate height adjustments of typing surface from 26" to 30" in ½" adjustments. Also available as an alternate adjusting device is the Hammond "Type-Right" mechanism. Typing platform is 17½" wide x 15½" deep, will accommodate all typewriters,

JASPER TABLE CO., JASPER, INDIANA

aid to
typing
efficiency
in the
classroom!

ADJUST-A-DESK

with
adjustable
typing platform

- IMPROVES POSTURE
- REDUCES EYE STRAIN
- CUTS TYPING FATIGUE

Please send more information on Jasper
Table Typewriter Adjust-a-Desks.

Name _____
School _____
Address _____

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FOR
COMPLETE INFORMATION

(Circle 146 on Inquiry Coupon)



TOLEDO**Business Education Furniture***Helps Make Teaching and Learning Easier*

That's because it is imaginatively designed and soundly built to meet the specific and unique needs of modern business education instruction. This means that with Toledo equipment, you can duplicate actual office working conditions . . . provide valuable classroom experience that will help students succeed in the

business world. You'll appreciate Toledo versatility, too. It means you can offer a wide variety of training at a single work station, gives new freedom for classroom layout. Toledo furniture is backed by over a half-century of metal-engineering experience. Specify Toledo for more value in *every* way.



TOLEDO 9610 POSTURE CHAIR . . . assures posture-correct comfort to keep students alert and receptive. Full, roomy birch swivel seats are properly contoured . . . have a **TAMPER-PROOF** adjustment that's easy to use, safely locks at the desired height in just *seconds*, positions all students at correct working height, trains students in the desirability of correct posture. Ruggedly built for extra years of trouble-free service. Choice of colors in durable baked enamel.

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TOLEDO*The Toledo Metal Furniture Co.*

1203 N. Hastings Street
Toledo 7, Ohio



TOLEDO 6100-L-48 COORDINATOR DESK . . . rigid, wobble free . . . a model of versatility and strength. Designed for secretarial and combination classrooms. Gives you a practical answer to coordination of the many phases of business education instruction. All-steel base and bi-level top. Large, desk-height work surface for shorthand, bookkeeping and machine operation is combined with lower L-section for typewriter use. Designed for either left or right hand assembly to give you better utilization of available floor space. Large book and purse rack. Special plastic laminate top meets all NEMA specifications for abrasion and chemical resistance.



TOLEDO 6100 TYPEWRITER TABLE . . . specifically designed and built to assure a permanently stable work surface for accurate, vibration-free typing. Features all-steel base, large plastic or wood top, ample book and purse rack and plenty of leg room. All metal parts finished in durable baked enamel. Choice of colors. Available with optional modesty panel, tie-down brackets, alternate heights and sizes.

THE TOLEDO METAL FURNITURE COMPANY
1203 N. Hastings St., Toledo 7, Ohio

Gentlemen: Please send literature on Toledo adjustable posture chairs, desks and typewriter tables.

NAME

SCHOOL

CITY STATE

(Circle 147 on Inquiry Coupon)

DESKS & TABLES—

Typewriter (continued)

Desks of America, Inc.
P. O. Box 6185
Bridgeport 6, Conn.

(Circle 64 on Inquiry Coupon)

Model: 650 College Typewriter Desk
Features: Top 42 by 20 inches, 31½ inches high; well 18 inches wide,



height adjustable from 26 to 31 inches; large book compartment; modesty panel; rubber glides
Introduced: November, 1960

Garrett Tubular Products, Inc.
802 East King Street
Garrett, Ind.

(Circle 65 on Inquiry Coupon)

Model: 2008A Adjustable Typing Stand

Features: Top 20 by 36 inches, 30 inches high; well height adjustable from 26 to 30 inches; plastic or rub-



ber-padded top; book compartment; modesty panel; self-leveling rubber glides; welded tubing
School price: approximately \$40
Other models: 2008A (same as above, 12 inches longer); 1830A (same, 30 inches long); 2100A, 3100A (L-shaped business trainers)

Globe-Wernicke Co.
Norwood

Cincinnati 12, Ohio

(Circle 66 on Inquiry Coupon)

Model: Streamliner Secretarial Desk 3S-60 CL

Features: Top 60 inches long; "Arc Swing" typewriter platform; arm



slide; three box drawers (file drawer optional); left- or right-hand typewriter platform; linoleum or plastic top; island bases or fiber glass legs
Other models: Complete line of Streamliner metal desks

Jasper Table Co.
206 Main Street
Jasper, Ind.

(Circle 67 on Inquiry Coupon)

Model: TA234 Adjust-A-Desk

Features: Counterbalanced, spring



type mechanism to adjust typing height from 26 to 30 inches; platform size 17½ by 15½ inches
Introduced: 1954
School price: \$39
Other models: TA234H Type-Right Desk

Meilink Steel Safe Co.
1672 Oakwood Avenue
Toledo 6, Ohio

(Circle 68 on Inquiry Coupon)

Model: Hercules 17 DeLuxe Typewriter Stand

Features: Casters can be raised or lowered by table-height lever; each leg adjustable for uneven floors; top



size 18 by 18 inches; wing size 9 by 18 inches; height 27¼ inches

List price: \$44.25

Other models: Single and double wing tables; single and double pedestal desks with and without drawers, etc.

Royal Metal Manufacturing Co.

1 Park Avenue

New York 16, N.Y.

(Circle 69 on Inquiry Coupon)

Model: 1700 Adjustable Typing Desk

Features: Top 35½ by 19 inches; platform height adjustable from 26 to 30 inches; welded metal frame;



rubber glides; pull-out shelf; book compartment; hardwood top

Other models: 1702 (same, with detachable bookshelf); 1704 (same, Fibersin top); 1706 (same, Fibersin top, detachable bookshelf)

Rutherford Duplicator Co.

P. O. Box 13087

Houston 19, Texas

(Circle 70 on Inquiry Coupon)

Model: Rudco RTT-300



Features: Top 18 by 32 inches, 27 inches high; steel construction
Introduced: October, 1960
List price: \$21.95

Smith System Manufacturing Co.
 212 Ontario Street Southeast
 Minneapolis 14, Minn.

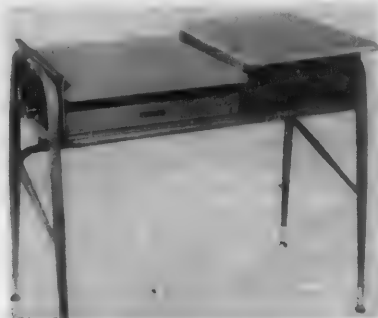
(Circle 71 on Inquiry Coupon)

Model: 800

Features: Typewriter section 18 by 19 inches; height adjustable from 28½ to 30 inches; one-piece removable mechanism; desk section 18 by 15¼ inches

School price: approximately \$48

Other models: 700 (similar, platform



height adjustable in four fixed position); 800 Tuck-Away typewriter desk

Toledo Metal Furniture Co.
 1200 North Hastings Street
 Toledo 7, Ohio

(Circle 72 on Inquiry Coupon)

Model: 6100-L Coordinator Desk

Features: L-shaped, bi-level top; steel supporting base; left or right assem-



bly; book rack

Introduced: Fall, 1960

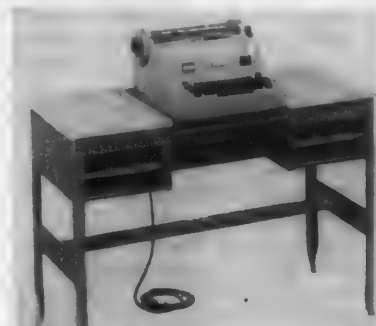
Other models: 6100 Single Station Typewriter Table

Vanpe, Inc.
 9226 South Burley Avenue
 Chicago 17, Ill.

(Circle 73 on Inquiry Coupon)

Model: 1640 Electric Typewriter Desk

Features: Steel frame; hardwood top;



steel and rubber casters; book compartments; well 15¼ by 17¼ inches, 28 inches high

Introduced: 1954

List price: \$47.50

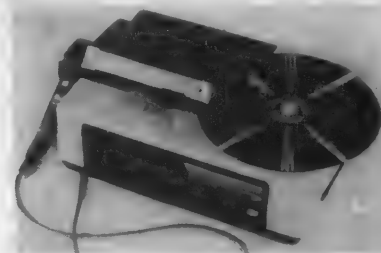
DICTATING MACHINES

American Dictating Machine Co., Inc.
 51 West 45 Street
 New York 36, N.Y.

(Circle 74 on Inquiry Coupon)

Model: Rex-Recorder TN5

Features: Magnetic disc; dictating and



transcribing; all controls in microphone; built-in loudspeaker

Introduced: 1960

School price: \$285.50

Other models: Transcribing only (\$245 list)

American Geloso Electronics, Inc.
 251 Park Avenue South
 New York 10, N.Y.

(Circle 75 on Inquiry Coupon)

Model: Geloso StenOtape G-256/60

Features: Magnetic tape; 3¼-inch reel; 2-hour capacity; built-in speaker; "self-load" reels; "jam proof" mechanism; weight 8½ pounds

School price: \$159.03

Other models: StenOtape 3/10 (3-

IF YOU WANT MORE INFORMATION

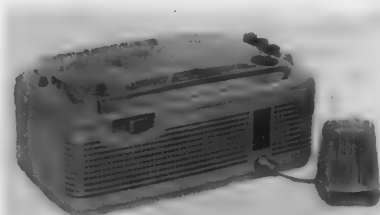
about any product or service listed in this issue . . .

. . . Locate the key number of the editorial item (bold-face number following manufacturer's name and address) or advertisement (bold-face number immediately above or below advertisement) and circle it on the inquiry coupon on the reverse side of this page. Then print your name and address in the space indicated, and mail the coupon to:

Reader Service Department
 BUSINESS EDUCATION WORLD
 330 West 42 Street
 New York 36, N. Y.

DICTATING MACHINES

(continued)



speed, controls on microphone)
(\$249.95 list)

Cole Steel Equipment Co., Inc.
415 Madison Avenue
New York 17, N.Y.

(Circle 76 on Inquiry Coupon)

Model: Cole Dictator

Features: Magnetic tape; 2-hour capacity; built-in speaker; dual track; reset counter

Introduced: 1959

List price: \$220 (dictation only); \$185 (transcription only); \$252.75 (dictation and transcription)



Comptometer Corp.
5600 West Jarvis Avenue
Chicago 48, Ill.

(Circle 77 on Inquiry Coupon)

Model: Comptometer D10

Features: Magnetic belt; controls in



microphone; dictation and transcription; built-in speaker

Introduced: 1956

List price: \$179.50

Other models: Companion Transcriber; Commander Dictator/Transcriber; Coronet D25 Dictator/Transcriber

Teaching aids: Transcription course (teacher's manual, student manual, student belts)

DeJur—Amsco Corp.
45-01 Northern Boulevard
Long Island City 1, N.Y.

(Circle 78 on Inquiry Coupon)

Model: DeJur-Grundig Stenorette-TD
Features: Magnetic tape; push-button controls; microphone controls; volume control; automatic volume control; "drop-in" loading

Introduced: November, 1960

List price: \$219.50

Other models: Stenorette-Companion



(battery-operated portable)

Teaching aids: Five pamphlets: "Brief Course in Transcribing Machine Operation," "Dictation and Transcription through the Miracle of Tape," "Office Style Typing," "The Secretary's Secretary," "How to Measure Time with Tape."

Dictaphone Corp.
730 Third Avenue
New York 17, N.Y.

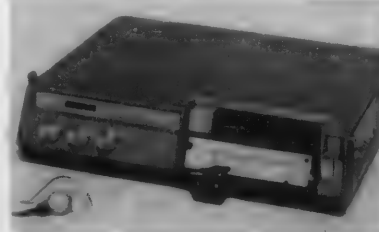
(Circle 79 on Inquiry Coupon)

Model: Dictaphone Time-Master Transcribing Machine

Features: Plastic belt; transistorized; touch-button controls; instant start-stop; continuous automatic backspacing; miniature earphone

Introduced: April, 1958

List price: \$360 (available to schools)



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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
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101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160

Name

School

Address

City State

Clip coupon and mail to:
Reader Service Department
Business Education World
330 West 42 Street
New York 36, New York

This inquiry card valid until December 31, 1961

on a rental-at-cost basis)

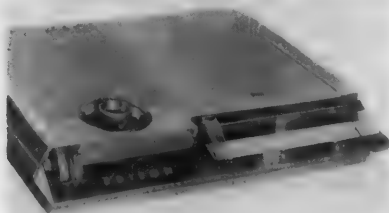
Teaching aids: 200-page textbook; 18 pre-recorded practice belts; training aids

Edison Voicewriter Division
Thomas A. Edison Industries
McGraw-Edison Co.
51 Lakeside Avenue
West Orange, N.J.

(Circle 80 on Inquiry Coupon)

Model: Edison Voicewriter Secretarial ME-T

Features: Plastic disc; easy disc inser-



tion; illuminated index panel; foot pedal or finger control; volume, tone, and speed controls

Introduced: January, 1959

List price: \$360 (rental plan available)

Other models: Edison Envoy (magnetic tape machine) (\$219.50)

Teaching aids: Instruction course including student and teacher's manuals, training discs, test and certificate

GBC America Corp.
89 Franklin Street
New York 13, N.Y.

(Circle 81 on Inquiry Coupon)

Model: Stenomaster Mark XII

Features: Magnetic tape; 3-hour ca-



capacity; built-in speaker; all controls on microphone or foot control; sound level indicator; two speeds; dual track

Introduced: November, 1960

List price: \$179.50

Other models: GBC Companion; GBC Transivoice; GBC Escort

Gray Manufacturing Co.
16 Arbor Street
Hartford 1, Conn.

(Circle 82 on Inquiry Coupon)

Model: Gray Key-Noter Secretarial Transcriber T-7

Features: Plastic disc; transistorized;



size 8 3/4 by 6 1/4 inches; weight 5 1/2 pounds; illuminated index strip; scanning dial

Introduced: November, 1959

List price: \$299.70 (including variable speed control, foot control and listening device)

Other models: Key-Noter Executive; Key-Noter Standard; Key-Noter Battery

Teaching aids: Teacher's manual; student manual; training discs

Inter-Continental Trading Corp.
90 West Street
New York 6, N.Y.

(Circle 83 on Inquiry Coupon)

Model: Telefunken 600

Features: Magnetic disc; dictating and



transcribing; rechargeable battery; microphone controls; foot or finger transcription control

International Business Machines Corp.
Electric Typewriter Division
590 Madison Avenue
New York 22, N.Y.

(Circle 84 on Inquiry Coupon)

Model: IBM Executary Secretarial Transcribing Machine 212

Features: Magnetic belt; instant start-stop; automatic backspace; foot control; rapid rewind; tone and volume controls; fine-line tuning; visible indexing; transistorized; belt-in-motion light

Introduced: October, 1960



List price: \$370

Other models: IBM Executary Executive Dictating Machine 211; IBM Executary Combination Dictation and Transcribing Machine

Teaching aids: 20-hour course with teacher's and student manual, practice belts, test belts

North American Philips Co., Inc.
230 Duffy Avenue
Hicksville, N.Y.

(Circle 85 on Inquiry Coupon)

Model: Norelco 75

Features: Magnetic tape magazine;



35-minute capacity; reset counter; end-of-tape warning

Introduced: October, 1960

School price: \$180.03 (with either transcribing or dictating accessories)

SoundScriber Corp.
6 Middletown Avenue
North Haven, Conn.

(Circle 86 on Inquiry Coupon)

Model: SoundScriber Combination Communicator

Features: Plastic disc; dictation and transcription; transistorized; automatic volume control; tone and volume control; dual scanner; illuminated viewer; discs can be played on 33 1/3 rpm phonograph

Introduced: January, 1960

Other models: Executive Secretary Transcriber; Communicator; Master
(Continued on next page)

DICTATING MACHINES

(continued)

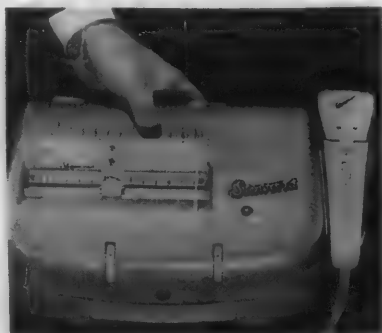


Communicator; Travelor
Teaching aids: General transcription course; specialized transcription course: insurance, legal, medical; pre-employment tests; "Creative Communications Manual"; wall charts

Stenocord of America, Inc.
 37-20 48 Avenue
 Long Island City 1, N.Y.

(Circle 87 on Inquiry Coupon)

Model: Stenocord D
Features: Magnetic belt; dictating and



transcribing; audible scanner; microphone control; light weight
List price: \$199.50
Teaching aids: Teaching program including textbooks, teaching kit, pre-recorded belts

FOR MORE DETAILS on products or teaching aids, fill out coupons, using key numbers. In editorial items, key number follows manufacturer's name and address. In advertisements, key number appears immediately above or below advertisement.

DUPLICATORS

FLUID DUPLICATORS

Alison Duplicator Co.
 25 Bruckner Boulevard
 New York 54, N. Y.

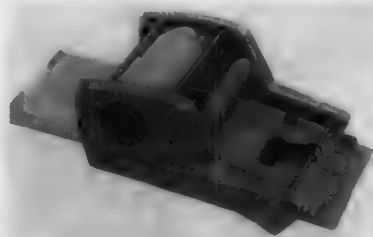
(Circle 88 on Inquiry Coupon)

Model: Alison 101 (manual)
Features: Front delivery; prints up to 15-inch length; visible fluid supply; automatic fluid control; cast aluminum sides; molded aluminum drum; automatic paper feed
Introduced: 1955
List price: \$119.50

Cole Steel Equipment Co., Inc.
 415 Madison Avenue
 New York 17, N.Y.

(Circle 89 on Inquiry Coupon)

Model: Cole 425 (manual)
Features: Automatic feed; automatic



fluid control; print location control; paper size to 9½ by 14 inches; reset counter

List price: \$187.50
Other models: 415 (manual feed) (\$85); 424 (double size, automatic feed) (\$367.50)

Copease Corp.
 425 Park Avenue
 New York 22, N. Y.

(Circle 90 on Inquiry Coupon)

Model: Copease Banda 15 (manual)
Features: Portable; area from 3 by

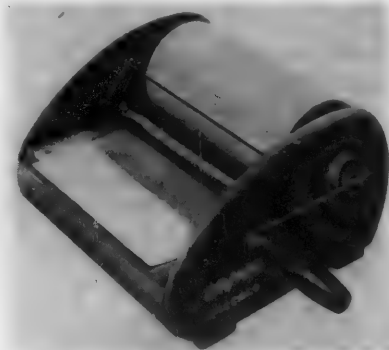


5 to 9 by 14 inches; automatic paper feed; adjustable damping; reset counter

Copy-Craft, Inc.
 105 Chambers Street
 New York 7, N. Y.

(Circle 91 on Inquiry Coupon)

Model: Ormig Piccolo (manual)
Features: Portable; manual feed; pa-



per size to 9 by 13 inches

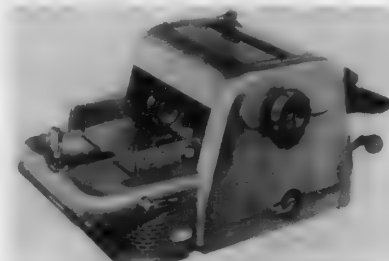
List price: \$79.50

Other models: D-12 (semi-automatic fluid control) (\$110); D-17 (automatic feed and fluid control) (\$190)

Copy-Rite Duplicator & Supply Co.
 1201 Cortland Street
 Chicago 14, Ill.

(Circle 92 on Inquiry Coupon)

Model: Golden Streak (electric)
Features: Single control lever for all



operations; automatic stop; vertical copy control; pilot light; no rubber parts on feed table; paper size from postcard to 9 by 14 inches; automatic fluid control; reset counter

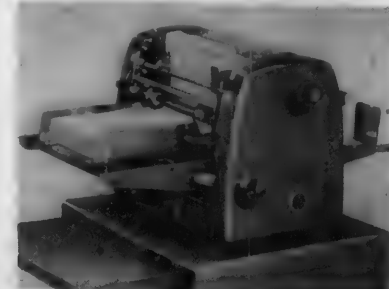
Introduced: 1959

List price: \$299.50

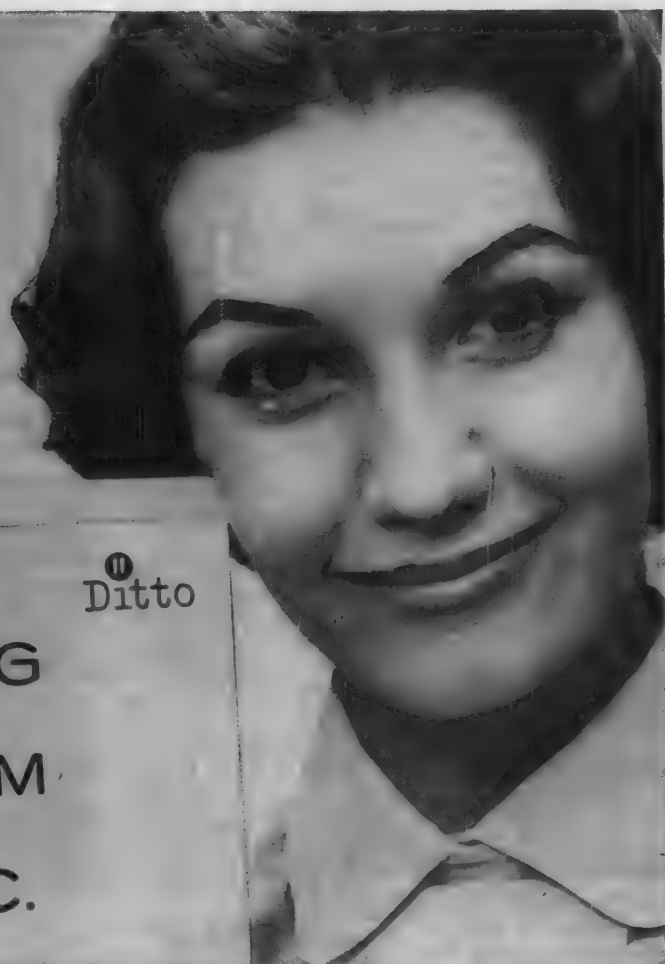
A. B. Dick Co.
 5700 West Touhy Avenue
 Chicago 48, Ill.

(Circle 93 on Inquiry Coupon)

Model: A. B. Dick 227 (electric)



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School _____

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DUPLICATORS—

Fluid (continued)

Features: 500-sheet feed capacity; 11-inch wide printing area; automatic fluid control; visible fluid supply; instructions mounted on machine; dual feed rollers; can be used with Azograph process

Introduced: 1959

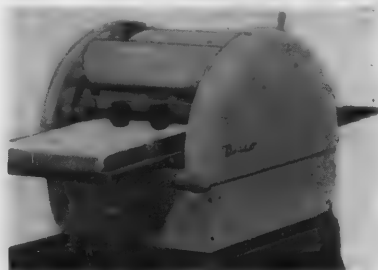
Other models: Model 228 (electric); 225 (electric sit-down); 221 (manual, wide cylinder); 215 (electric, portable); 210 (manual, portable)

Ditto, Inc.
5800 McCormick Road
Chicago 45, Ill.

(Circle 94 on Inquiry Coupon)

Model: Ditto D-21 (electric)

Features: Enclosed motor; reset



counter; margin adjustment; paper size to 9 by 14 inches

Introduced: January, 1960

List price: \$299

Other models: D-20 (manual); D-30 (manual); D-31 (electric); D-35 (seated posture, electric); D-60 (manual, heavy duty); D-70 (electric, heavy duty); 14D-75 (systems); 18D-75 (deluxe systems)

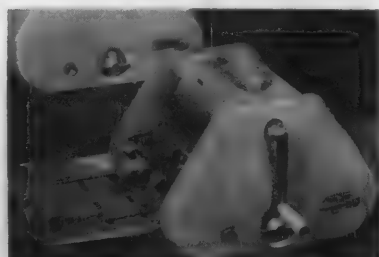
Teaching aids: "Methods of Teaching Ditto Direct Process"; "A Typist's Day in the Office of Ditto, Inc."; letterhead and billhead masters

Fordigraph Corp. of America
387 Park Avenue South
New York 16, N. Y.

(Circle 95 on Inquiry Coupon)

Model: Fordigraph 100 (manual)

Features: Cartridge fluid supply; portable; self-contained case; manual fluid control; reset counter; automat-



ic paper feed; master clamp controlled by operating handle

List price: \$149

Other models: Fordigraph 100A (automatic fluid control)

General Binding Corp.
Rex-O-Graph Division
1101 Skokie Highway
Northbrook, Ill.

(Circle 96 on Inquiry Coupon)

Model: Rex-O-Graph Supercrest CR (manual)

Features: Multiple moistening rol-



lers; automatic fluid control; automatic paper centering; automatic paper feed; reset counter

Introduced: 1955

School price: \$187.10

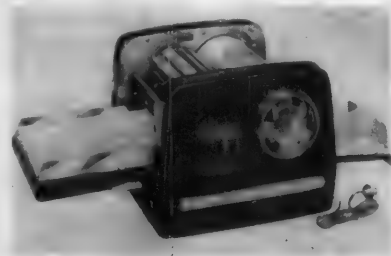
Other models: Manual: R, R4; Electric: RE, RET, RET4, RES4

Heyer, Inc.
1850 South Kostner Avenue
Chicago 23, Ill.

(Circle 97 on Inquiry Coupon)

Model: Heyer Mark III Conqueror 76A (electric)

Features: Paper size 3 by 5 to 9 by



14 inches; automatic start and stop; reset counter; feed table without side rubbers; feed tension control

Introduced: September, 1959

List price: \$299.50

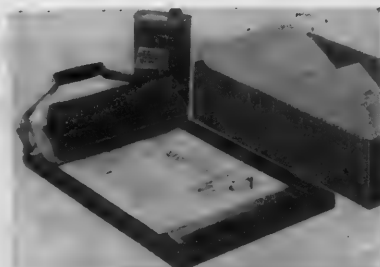
Other models: same, manual (\$214.50)

Master Addresser Co.
6500 West Lake Street
Minneapolis 26, Minn.

(Circle 98 on Inquiry Coupon)

Model: Master 150 (manual)

Features: Flat-bed type; semiauto-



matic fluid control; paper storage in case; letter size

List price: \$42.50

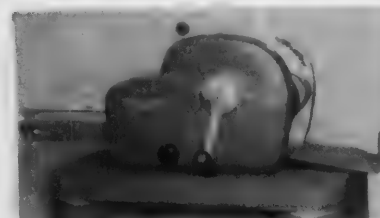
Other models: 151 (same, legal size) (\$49.50); 100 (letter size, without case) (\$37.50)

Standard Duplicating Machines Corp.
1935 Parkway
Everett 49, Mass.

(Circle 99 on Inquiry Coupon)

Model: Standard Rocket RHA (manual)

Features: Visible fluid supply; verti-



cal copy control; dual feed rollers; paper size to 9 by 14 inches; reset counter

List price: \$254

Other models: ERA (same, electric)

Vari-Color Duplicator Co.
Box 36
Shawnee, Okla.

(Circle 100 on Inquiry Coupon)

Model: Vari-Color F-50 (manual)

Features: Paper size postcard to



legal; automatic paper feed; automatic fluid control; both ends of master attached to drum

List price: \$99.95

Other models: Vari-Color F-30 (manual paper feed)

STENCIL DUPLICATORS

Addo-x, Inc.
300 Park Avenue
New York 22, N. Y.

(Circle 101 on Inquiry Coupon)

Model: Roneo 350 (electric)

Features: Paste ink; automatic inking;



full ream feed; automatic shutoff counter; paper size to 10 by 14 inches

List price: \$425 (incl. Fed. Tax)

Other models: Roneo 350 manual (\$318); 250 portable (\$210); 750 electric (\$725); 750 manual (\$495)

American Office Equipment Co.
24 East 21 Street
New York 10, N. Y.

(Circle 102 on Inquiry Coupon)

Models: Ideal Model E (electric)

Features: Silk screen process; cart-



ridge paste ink; variable speed; angular, vertical and lateral copy control; twin ink rollers

Introduced: 1958

List price: \$325

Other models: Ideal F (manual) (\$214.50); Ideal G (manual, without cartridge inking) (\$179.50)

Bohn Duplicator Company
444 Park Avenue South
New York 16, N. Y.

(Circle 103 on Inquiry Coupon)

Model: Bohn Rex-Rotary M-4 EAU (electric)

Features: Silk screen process; paste ink; automatic feed, automatic shutoff counter; vertical and lateral copy control; self-contained case



List price: \$345

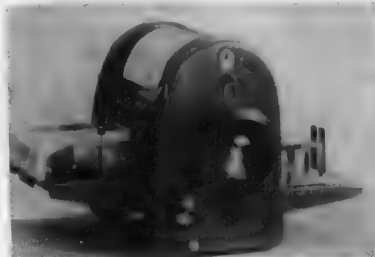
Other models: M-4 HAU (manual) (\$250); M-4H (manual, hand inking) (\$210)

A. B. Dick Co.
5700 West Touhy Avenue
Chicago 48, Ill.

(Circle 104 on Inquiry Coupon)

Model: A. B. Dick 455 (electric)

Features: High speed; variable speed;



full ream feed; lateral and angular copy control; fluid or paste ink; automatic shutoff counter

Introduced: 1959

Other models: 438 (electric, paste or fluid ink); 433 (same, manual); 434 (electric, paste or fluid ink, variable speed); 418 (electric, paste or fluid ink); 416 (same, manual); 412 (portable, electric, paste ink); 411 (same, manual)

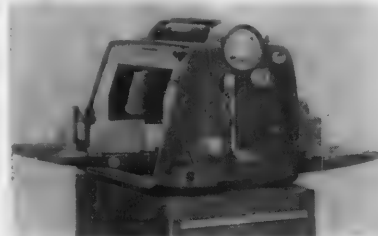
Teaching aids: "Techniques of Mimeographing"

Gestetner Corp.
216 Lake Avenue
Yonkers, New York

(Circle 105 on Inquiry Coupon)

Model: Gestetner 360

Features: Silk screen process; paste ink; printing area to 8 3/4 by 14 1/2 inches; paper size to 10 by 15 inches; automatic paper jogger; variable



speed; full ream feed; automatic inking; vertical and lateral copy control; color-coded controls

Introduced: October, 1959

List price: \$750

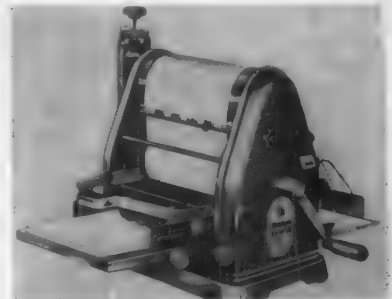
Other models: 330 (same, manual) (\$495); 320 (\$450); 310 (\$425); 300T (\$295); 105 (\$185); 280 (with cabinet) (\$1225)

Inter-Continental Trading Corp.
90 West Street
New York 6, N. Y.

(Circle 106 on Inquiry Coupon)

Model: Pelikan 44 Rotafix (manual)

Features: Silk screen process; fluid



ink; automatic inking; automatic paper feed; reset counter

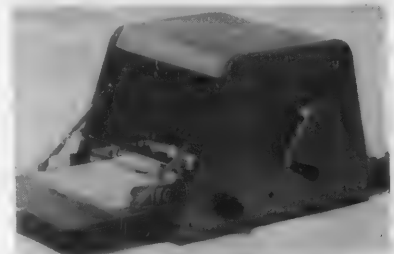
Other models: Pelikan 55 Rotafix (electric)

Merr Duplicator Co., Inc.
53 Park Place
New York 7, N. Y.

(Circle 107 on Inquiry Coupon)

Model: Style Duplicator (manual)

Features: Automatic feed; semiauto-



matic inking; paste or liquid ink; feed capacity 200 sheets; automatic roller release; removable cylinder; vertical copy control; self-contained case

Introduced: September, 1960

School price: \$79.60

Other models: E 20th Century (heavy duty electric) (\$845); G (manual, open cylinder)

Rex-Rotary Distributing Corp.
387 Park Avenue South
New York 16, N. Y.

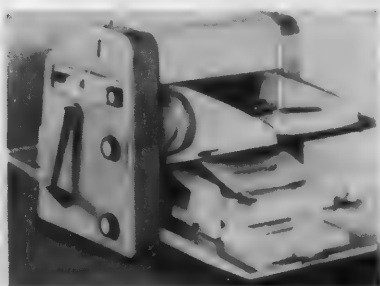
(Circle 108 on Inquiry Coupon)

Model: Rex-Rotary D490-EAU (electric)

Features: Heavy duty; paste ink; con-

DUPLICATORS—

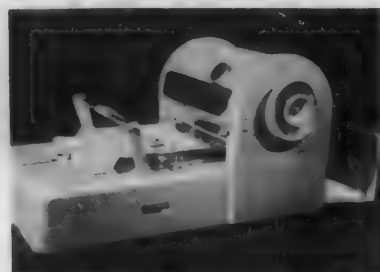
Stencil (continued)



sealed lighting for front and back working areas; interleaver-inserter; piano-key switch panel
Introduced: February, 1961
List price: \$705
Other models: Rex-Rotary D490-HAU (same, manual)

Vari-Color Duplicator Co.
Box 36
Shawnee, Okla.

(Circle 109 on Inquiry Coupon)
Model: Vari-Color 200 (electric)
Features: Closed drum; automatic

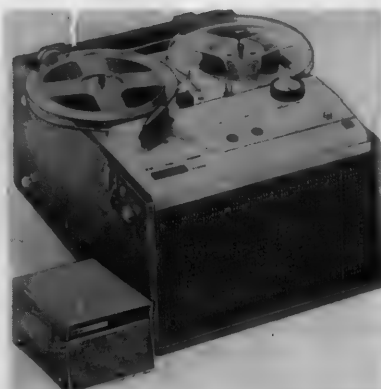


inking; paper from postcard to legal size; reset counter; automatic shutoff; automatic roller release
Introduced: 1958
List price: \$174.50
Other models: 100 (same, manual) (\$99.95); 98 (manual) (\$87.50); 80 (manual, hand inking) (\$48.52); 4 (post card) (\$16.95)

TAPE RECORDERS

Allied Radio Corp.
100 North Western Avenue
Chicago 80, Ill.

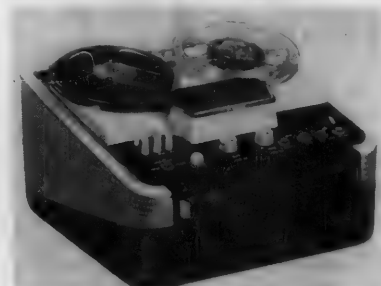
(Circle 110 on Inquiry Coupon)
Model: Knight KN-4100 (35 DU 711)
Features: Monophonic; stereo playback with second channel; two speeds; reset counter; safety interlock; 6-watt amplifier; two speakers (5-inch and 4-inch); portable



Introduced: September, 1960
List price: \$104.50
Other models: KN-4025 (similar, without stereo playback) (\$86.95); KN-4300 (stereo record and playback)

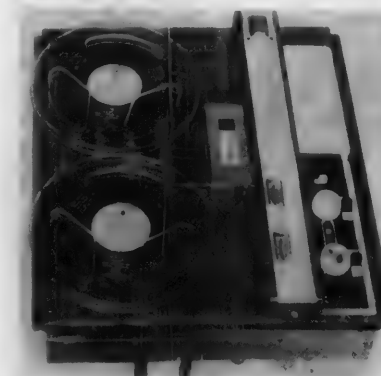
Bell & Howell Co.
7100 McCormick Road
Chicago 45, Ill.

(Circle 111 on Inquiry Coupon)
Model: Specialist 786
Features: Teacher record, student respond model; two speeds, push-button



control; 5-watt amplifier; two 5 1/4-inch speakers; portable
Introduced: 1958
List price: \$325

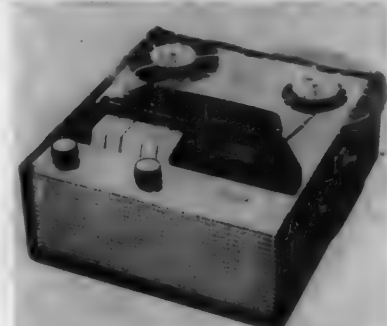
Bell Sound Division
Thompson Ramo Wooldridge, Inc.
555 Marion Road
Columbus 7, Ohio
 (Circle 112 on Inquiry Coupon)
Model: T-337



Features: Stereo tape transport (separate amplifier and speaker system needed); two speeds; three separate motors; piano-key controls; safety interlock; reset counter
Introduced: May, 1960

Pentron Electronics Corp.
777 South Tripp Avenue
Chicago 24, Ill.

(Circle 113 on Inquiry Coupon)
Model: AR-62 Astra Sonic II
Features: Monophonic; two speeds;



piano key control; pause control; automatic shutoff; reset counter; two speakers; portable
Introduced: June, 1960
List price: \$199.95

Radio Corporation of America
Front & Cooper Streets
Camden, N.J.

(Circle 114 on Inquiry Coupon)
Model: EDT-2
Features: Monophonic; three speeds;



reset counter; automatic shutoff; two speakers; 8-watt amplifier; portable
Price: \$179.50
Introduced: October, 1960

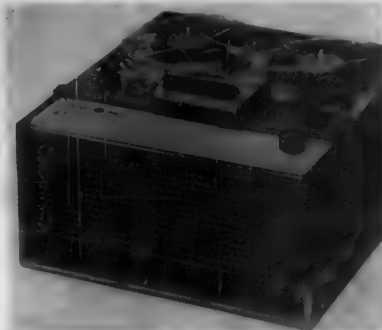
Revere Camera Co.
320 East 21 Street
Chicago 16, Ill.

(Circle 115 on Inquiry Coupon)
Model: T-2200
Features: Stereo record and playback;



two speeds; single knob control; automatic shutoff; reset counter; portable
Introduced: 1960
List price: \$239.50
Other models: T-2000 (same, monophonic) (\$199.50)

V-M Corp.
305 Territorial
Benton Harbor, Mich.
 (Circle 116 on Inquiry Coupon)
Model: Tape-O-Matic 722
Features: Stereo record and play-



back; two speeds; push-button controls; automatic shutoff; pause button; reset counter; portable
Introduced: June, 1960
List price: \$259.95
Other models: 720 (monophonic) (\$225)

TYPEWRITERS

ELECTRIC TYPEWRITERS

Addo-x, Inc.
300 Park Avenue
New York 22, N. Y.
 (Circle 117 on Inquiry Coupon)
Model: Adler Electric
Features: Variable keyboard depth

control; adjustable paper injector; automatic motor shut-off; interchangeable carriage; word expander; 46 keys; 5 repeat keys



List price: \$472 (incl. Fed. tax)

International Business Machines Corp.
Electric Typewriter Division
590 Madison Avenue
New York 22, N. Y.

(Circle 118 on Inquiry Coupon)
Model: IBM Standard Electric
Features: Self-cleaning type-bar seg-



ment; automatic ribbon rewind; margin set from keyboard; four-position ribbon control; nonglare keyboard; transparent card holder
Introduced: January, 1959
School price: From \$320
Other models: IBM Executive (with proportional spacing); IBM Electric with Decimal Tabulation; IBM Formswriter
Teaching aids: Literature; services of educational representatives

Pallard, Inc.
100 Avenue of the Americas
New York 13, N. Y.
 (Circle 119 on Inquiry Coupon)
Model: Hermes Electric Ambassador



Features: Interchangeable carriages; paper injector; push-button margins; half-line spacing; key-jam release; four-position ribbon control; automatic motor shut-off; all keys repeat, including space, backspace and line-space; 46 keys

Introduced: 1959

School price: \$335 (13-inch carriage)

Other models: with decimal tabulator; with duplex ribbon (instant switchover from fabric to carbon)

Teaching aids: Keyboard chart

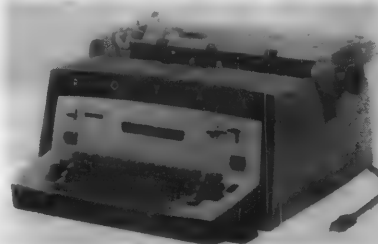
Remington Rand Division
Sperry Rand Corporation
315 Park Avenue South
New York 10, N. Y.

(Circle 120 on Inquiry Coupon)
Model: Remington Electric
Features: New carriage suspension



design; carbon copy control; carbon and fabric ribbons; transparent card holder; visible margin stops; 44 keys
Introduced: November, 1960
School price: \$320
Other models: Remington Statesman (with proportional spacing)
Teaching aids: "The Typewriter in Business" (film); keyboard chart; posture chart; letter placement kit

Royal McBee Corp.
Westchester Avenue
Port Chester, N. Y.
 (Circle 121 on Inquiry Coupon)
Model: Royal HE
Features: Carbon and fabric ribbon;



half-spacer key; separate repeat controls for vertical space, forward space, hyphen, underscore; line meter; built-in eraser cleaner
School price: \$320

(Continued on page 41)

MR. H. CORNETT, HIGH SCHOOL TYPING INSTRUCTOR, HILLSBORO, ILLINOIS,



says the new Royal Electric Typewriter
is tops in beauty and performance.

"Here at Hillsboro High School the commercial teachers determine the make of typewriter they want for their classrooms," says Mr. Cornett.

"In my opinion the new Royal Electric, like the Royal Manual, can't be surpassed in beauty and performance. That's why my choice is Royal... and one reason why we now have 32 Royal Electrics and 32 Royal Manuals in our Business Department.

"And speaking of performance, I'd like to add that

16 of the 32 electrics have not been touched by a repairman since they were uncrated in August. Royal service is very efficient and courteous, when needed."

Teachers trust Royal's dependability and ruggedness. Teachers find the Royal Electric easy to teach... easy to learn. Why don't you contact your Royal Representative for a free demonstration at your convenience? Test Royal's superior qualities for yourself.

ROYAL
ELECTRIC

PRODUCT OF ROYAL MCBEE CORPORATION, WORLD'S LARGEST MANUFACTURER OF TYPEWRITERS

TYPEWRITERS—

Electric (continued)

Other models: Various carriage widths; Treasury Check Writer; Speech Writer; Stencil Card Cutter; Policy Writer; Vidio; Decimal Tabulator

Teaching aids: Wall and desk charts; "Electric Keyboard Mastery" (student booklet); "Electric Typing Methods for the Teacher"; progress charts; bulletin board material; tests

Smith-Corona Marchant, Inc.
410 Park Avenue
New York 22, N. Y.

(Circle 122 on Inquiry Coupon)

Model: 200

Features: Compact; all electric; elec-



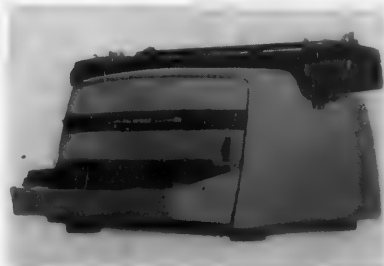
tric carriage return; automatic tabulator clear; 44 keys; repeat space, underline, hyphen
School price: \$180

Underwood Corporation
1 Park Avenue
New York 16, N. Y.

(Circle 123 on Inquiry Coupon)

Model: Underwood Scriptor

Features: Dual carriage return bars;



keyboard margin setting; forward and reverse tabulation; 44 keys; 5 repeat keys

Introduced: Fall 1960

School price: \$240

Other models: Decimal tabulator; various carriage widths; Forum (with carbon and fabric ribbon) (\$310);

Raphael (with proportional spacing)
(\$425)

Teaching aids: "Electric Typing is Easy Typing"; posture chart; keyboard chart; "Duties of a Secretary" (filmstrip)

MANUAL TYPEWRITERS

Addo-x, Inc.
300 Park Avenue
New York 22, N. Y.

(Circle 124 on Inquiry Coupon)

Model: Adler Universal 13"

Features: Adjustable paper injector;



seven-stop decimal tabulator; transparent card holder; half-line spacing; automatic double letter spacing; interchangeable carriages

List price: \$238 (incl. Fed. tax)

Other models: Portables from \$99.50; Adler Universal with interchangeable carriage widths to 35 inches

Alma Office Machine Corp.
349 Broadway
New York 13, N. Y.

(Circle 125 on Inquiry Coupon)

Model: Everest Standard-92

Features: Automatic margin; paper



injector; "no hold" tabulator; de-jamming key; interchangeable carriages; 5 line spacings; ten year parts guarantee; 46 keys

List price: \$212.50

Other models: Everest K-2 portable (\$109)

Teaching aids: Wall charts

Facit, Inc.
404 Park Avenue South
New York 16, N. Y.

(Circle 126 on Inquiry Coupon)

Model: Facit T2

Features: Double tabulator system;



sound-absorbing bottom plate

School price: on request

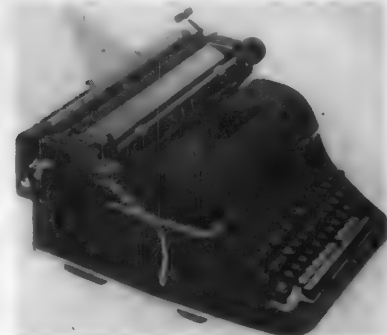
Teaching aids: Keyboard chart

Inter-Continental Trading Corp.
90 West Street
New York 6, N. Y.

(Circle 127 on Inquiry Coupon)

Model: Olympia SG1

Features: Paper injector; spring-



cushioned keys; interchangeable carriages; word expander; four-position ribbon control; correcting space bar; 46 keys

Other models: With decimal tabulators; Olympia SM4 Portable

Paillard, Inc.
100 Avenue of the Americas
New York 13, N. Y.

(Circle 128 on Inquiry Coupon)

Model: Hermes Ambassador

Features: Interchangeable carriages;



TYPEWRITERS—

Manual (continued)

paper injector; half-line spacing; de-jamming button; transparent card-holder; tabulator; nonglare keys; four-position ribbon control; note-book holder on machine; 46 keys
Introduced: 1949

School price: \$169.50 (13-inch carriage)

Other models: With carbon and fabric ribbons; Hermes Standard 8 (\$139.50)

Teaching aids: Keyboard chart

Royal McBee Corp.
 Westchester Avenue
 Port Chester, N. Y.

(Circle 129 on Inquiry Coupon)

Model: Royal FP

Features: Automatic margins; "Twin-



Pak" ribbon; line meter; 43 keys

Introduced: 1957

School price: \$180

Other models: With various carriage widths; Decimal Tabulator; Treasury Check Writer; Carbon Ribbon

Teaching aids: Wall and desk charts; "The Successful Secretary" (handbook); "You as a Secretary"; "Typing Do's and Don'ts"; "Right-at the Start" (film); progress charts; tests

Smith-Corona Marchant Inc.
 410 Park Avenue
 New York 22, N.Y.

(Circle 130 on Inquiry Coupon)

Model: Smith-Corona 62 Secretarial

Features: Half-space key; total tab



clear; page gauge; "instant-set" margins; interchangeable platen; simplified scale; tabulator; 44 keys

Introduced: April, 1958

School price: \$180

Other models: Carbon Ribbon Secretarial

Underwood Corporation
 1 Park Avenue
 New York 16, N. Y.

(Circle 131 on Inquiry Coupon)

Model: Underwood Touch-Master Five

Features: Light touch; "touch-set"



margins; five-position spacing; paper bail locks; 44 keys

Introduced: Fall 1960

School price: \$150

Other models: With decimal tabulator; various carriage widths

Teaching aids: Parts chart; keyboard chart; "History of the Typewriter"; tests

FOR MORE DETAILS on products or teaching aids, fill out coupons, using key numbers. In editorial items, key number follows manufacturer's name and address. In advertisements, key number appears immediately above or below advertisement.

NEXT MONTH . . .

AS A SPECIAL FEATURE, we'll present the first of two "follow-up" articles by Harry Huffman on Teaching Machines. Dr. Huffman's introductory article on this subject ("Will Teaching Machines Make You Obsolete?" in our February, 1960, issue) attracted considerable attention. Next month, he'll show you the approach most commonly used to set up a program for a teaching machine. This article will be followed, in the May issue, by a sample of a specific program used in teaching a course in Office Equipment, Materials and Supplies by the machine method. Both articles deal with "paper" teaching machines.

ALSO, our April issue will feature our annual Summer School Directory, along with a listing of conferences and workshops.

Rx

For Effective SHORTHAND Teaching

ROBERT L. GRUBBS, University of Pittsburgh



ALONG WITH the new men (or new gals) in your life, tests and grades in second semester shorthand can present a problem. They are touchy matters and always have been.

There is not much argument at this late date about the necessity for continuous evaluation in shorthand; everyone agrees that teaching and testing are concomitants in an efficient skill building program. Exactly how and what to test and how to evaluate test results in shorthand, however, are not universally settled matters. Friendly debate concerning measurement and standards of attainment continues to be a popular activity at any meeting of shorthand teachers; and such discussions are not only healthy but often provocative. It would not be judicious, therefore, to threaten a fairly widespread and good-natured activity for you and other shorthand teachers by attempting in this installment to settle these friendly disagreements.

It will be worth while, however, to submit plans for and to encourage your use of natural evaluative pro-

7. Tests and Grades In Second Semester Shorthand

cedures, as well as to suggest reasonable second semester goals at which you and your students may aim. The test procedures and goals should be quite appropriate for most high school classes; but please note the use of the "soft" word *suggest* in the preceding sentence. The goals and the progress awards for achieving them are *strong suggestions* only. Please consider them (and the test procedures, too) as fair game for debate (or any discussion short of a quarrel) at your next meeting with fellow teachers.

Golden Opportunity Days

The first strong suggestion is that you substitute "golden opportunity" days for your usual second semester test days.

Sometime during the third or fourth week of the semester when you feel that students are anxious for some measure of their progress, announce

the first of your golden opportunity days. Explain to your students that these are days devoted to *feats of accomplishment* only—that on these days they will have one or more opportunities to (1) earn one of the 3-minute progress grades promised on the speed goal charts, and (2) certify themselves as shorthand writers at certain levels of speed. (Goal charts and certification procedures will be described a bit later.)

Three-minute takes of new matter dictated at various appropriate speeds are the nucleus of your golden opportunity days. Your students demonstrate their accomplishments by recording your dictation in shorthand and by transcribing in pencil a take of their choice. Through opportunity days, they have exciting chances to win recognition; you have a pleasant instrument of evaluation.

(Continued on next page)



FOR EFFECTIVE SHORTHAND TEACHING (continued)

Opportunity days are not test days as you ordinarily think of them. They are not days for ascertaining the standing of each of your students. For you, opportunity days are opportunities to evaluate *growth* only; for your students, they are opportunities to exhibit blossoming skill. This happy situation is arrived at by having your students submit their exhibits only if they represent or substantiate an advance in skill. You will, therefore, be concerned only with the papers of those who wish your interpretation of their achievement. This will minimize your paperwork and hamper your normal desire to spend your valuable time in examining papers submitted even by students who know their exhibits do not represent or confirm an advance in skill. I am not minimizing your responsibility to encourage and drive *all* students to their maximum achievements; on the contrary, I urge you to give more effort to inspirational and coaching activities with your students by suggesting a procedure that will free you from wasteful, useless paper checking.

Opportunity days are not test days in the usual sense, because you give no failing grades on these days. Some of your students may "fail to get a particular take," of course; but you will not want to discourage them with F grades. Mark these papers with words of encouragement such as "No, try again"; "Almost, next time you'll make it" and so forth. Make your opportunity days exciting opportunities to win one of several passing progress grades or to win nothing at all. If you make these days success days instead of failing days, your students will demand them every Friday and will look forward to them as the highlight of each week's skill drives.

You must, of course, plan each opportunity day in advance. Select material for 3-minute dictations at appropriate and challenging rates for your students. Perhaps you should choose two pieces of material for dictation at the highest rates at which you plan to dictate and two pieces for the lowest rates at which you will dictate. This arrangement provides

your fastest and your slowest students with two opportunities to hit their goals. On one of your opportunity days during the first six-week grading interval, your plan for the class period might look like this:

1. Warmup Materials (5 minutes)
2. Opportunities (17 to 20 minutes)
 - Take #1 3 minutes at 80
 - Take #2 3 minutes at 80
 - Take #3 3 minutes at 70
 - Take #4 3 minutes at 60
 - Take #5 3 minutes at 60
3. Pencil Transcription (20 minutes)

As a general rule, give your fastest dictation first and the slowest take last. If your students suggest an alternate procedure to you, however, by all means follow their suggestion. It is, after all, their opportunity day. Furthermore, the order of dictation really doesn't make much difference.

It is a good idea also to give a rest break of from 30 seconds to a minute between takes. If you do so, your dictation interval will range from about 17 minutes to 20 minutes. Your students will have 18 to 20 minutes for pencil-transcribing the take of their choice. Permit the students who wish to transcribe the fastest dictation and those who wish to try the slowest dictation to choose either of the two takes at those rates.

When your students have finished transcribing, collect both transcripts and shorthand notes from those who wish to have your evaluation. Collect the shorthand notes so that you may glance at them to see that only shorthand was employed in recording the dictation. (In my classes, I disqualify a transcript from consideration if any part of the notes for it has been written in longhand.) It is neither necessary nor profitable to spend time marking or evaluating shorthand notes taken for transcription purposes.

The easiest and quickest way to check the transcripts is to have someone read the takes to you as you follow the transcript. If you tape-record the dictation as you give it, simply play back the dictation as many times as you need to in order to mark each transcript. This is a slower procedure than having someone

read the takes to you, but it is considerably faster than you can mark the transcripts without aid.

Count each word incorrectly transcribed or omitted as one error. Tally punctuation mistakes or omissions as errors also. Evaluate the papers according to the appropriate scale in Figure 1 and record the grades for the successful transcripts. Do not record anything for those youngsters whose transcript exceeded the 5 per cent error ceiling and were, therefore, disqualified.

Certified Shorthand Writers

When a student has presented three satisfactory transcripts at a given rate of speed, you may designate him a "certified writer at—wam." A chart or poster for your announcements and awards board similar to the following is an extremely good motivational instrument:

Pleasantville High School

CERTIFIED SHORTHAND WRITERS

Name	Three-Minute Speeds
Alec Trishien	5/60, 3/70
Natalie Attired	5/60, 5/80, 3/90
Grance Tomb	3/60
Horece Cope	5/60, 5/70, 3/80
Paula Jize	3/70
Merve Lustime	5/80, 3/90

List each student as a certified shorthand writer when he has handed in at least three successful transcripts at any given rate, or when he has submitted a qualifying transcript at the next higher rate. For example, Alec Trishian, the first name on the chart above, became a certified shorthand writer at 70 wam because he submitted either three suitable takes at 70 or one successful take at 80. He may be certified at 80 by producing three qualifying transcripts at 80—or, if he is skillful enough, one successful take at 90.

As you near the end of the second semester, your students will be requesting dictation for certification at practically all levels of speed from 60 to 120, or even higher. You cannot give all the dictation at all the

speeds yourself in a single period. The easiest way to solve this dilemma is to tape-record your fast takes—say those at 90, 100 and 110—in advance. During your class period, those who are trying to achieve certification at the faster rates will take your recorded dictation; those who are working for the slower rates—say 60, 70 and 80—will take your “live” dictation. This procedure works best if you have another room in which you can install your tape recorder temporarily; but I have had many golden opportunity days with the tape recorder playing for a small group of students in the back of the room while I worked with the rest of the students from the front.

Second Semester Goals

Try to make your opportunity days more than just days of test runs. Help your students recognize and appreciate them as days of friendly, interesting challenge with scholastic awards to be won. The easy way to do this is to announce goals at which your students can aim throughout the semester and progress awards they can earn by reaching these goals.

Goals—beginning, intermediate, and final—are as important in second semester shorthand as in any other phase of your training program. It's true that the mere establishing of goals will not ensure the progress of your students; but if the goals are reasonable and if your students feel they can attain them, they will help you appreciably. Goals are an important motivational aspect of your speed building program, and you will want them. Your students will need them.

Describe the speed goals and progress grades for your students at the beginning of the second semester. Since your semester is probably divided for grading purposes into three intervals of about five or six weeks each, you might use a set of goals for each of the intervals. Figure 1, therefore, contains speed goals, error limits and progress grades for a second semester comprising three grading intervals.

The speed goals and 5 per cent

error limits are based on 3-minute takes of new-matter dictation. You will find it practical to use 3-minute takes rather than longer takes for several reasons. In the first place, they will yield practically the same rankings as will longer ones; the correlation between 3-minute takes and 5-minute takes is nearly perfect. The transcripts for 3-minute takes are less time consuming to mark, and the time saved in evaluating a large number of them is a major consideration. And, of course, more 3-minute takes than 5-minute or longer takes can be given within the time limits of your period.

If the speeds, error ceilings and time limits in Figure 1 prove to be unsuitable for use in your classes, by all means change them to more appropriate figures. The magnitude of the goals that you set to spur your students is not a serious matter; that you challenge your students with goals to attain is serious. Alter the figures if you wish, but retain the idea. And post your goals.

Post your goals for each of the grading intervals on a large poster board—or, better yet, make three separate charts showing the goals for each period of six weeks as they are shown in Figure 1. Make your posters of fairly good size—say 20 by 30 inches—and letter them with a felt-tip pen. Place the poster for the current goal interval in a conspicuous place in your room. Every time your students glance at it, it will help them understand the reason for the gruel-

ing class drill, the weekly opportunity days and the never-ending homework; it will help your students understand second semester shorthand.

Progress-Point Average

Your opportunity days and your goal charts will help you communicate continuously to each student news of his personal, individual progress; and this is enough for him. He is interested only in his own growth, and the progress grades inform and inspire him. They may be helpful to you also in identifying those who could profit from extra instructional aid, but they are not enough. To you, the progression of your class as a unit is far more important than the standing of any individual in it. You need a group gauge, therefore, to tell you the direction in which your class is going and where it is now, as well as to help you decide whether or not the march toward the group goals is proceeding at a satisfactory pace. Although it has many well-known short-comings, the “progress-point average” is easy to compute, yields important information about the growth of the class, and makes it possible for you to compare the achievement of different classes.

Progress-point averages can be determined from the data available after each opportunity day by assigning a progress-point value to all the 3-minute takes. A progress-point average is determined by adding the progress points achieved by your

FIGURE 1
Speed Goals and Progress Grades
For Second Semester Shorthand

BEGINNING GOALS			INTERMEDIATE GOALS			FINAL GOALS		
Take	Accuracy Limits	Progress Grade	Take	Accuracy Limits	Progress Grade	Take	Accuracy Limits	Progress Grade
3@80	0-6 errors	A	3@90	0-7 errors	A	3@100	0-7 errors	A
	7-12 errors	B		8-14 errors	B		8-15 errors	B
	13 errors	None		15 errors	None		16 errors	None
3@70	0-5 errors	II	3@80	0-6 errors	II	3@90	0-7 errors	B
	6-11 errors	C		7-12 errors	C		8-14 errors	C
	12 errors	None		12 errors	None		15 errors	None
3@60	0-4 errors	C	3@70	0-5 errors	C	3@80	0-6 errors	C
	5-9 errors	D		6-11 errors	D		7-12 errors	D
	10 errors	None		12 errors	None		13 errors	None



students up to and including opportunity day and dividing the total by the number of students in your class. The arithmetic is easy and the only recordkeeping beyond that which you normally do is the preparation of a table of values for your 3-minute takes and a class progress graph.

Prepare your progress-point scale first. You will find the following table of values easy to work from, the points quite simple to post and add in your record book.

Second Semester Class Average Progress Points Scale

Take	Points
3 @ 50	1
3 @ 60	2
3 @ 70	3
3 @ 80	4
3 @ 90	5
3 @ 100	6
3 @ 110	7
3 @ 120	8
3 @ 130	9
3 @ 140	10

The scale starts with three minutes at 50; but if you wish, you can start your scale at 40. The scale can be extended beyond 140, but you will probably find little need for progress points beyond 120 in your second semester.

When you have marked the transcripts collected on any opportunity day, enter the appropriate progress-point values for each successful transcript in your record book as in the example shown in Figure 2.

In Figure 2, on February 17, the first opportunity day, Ada passed a 3-minute take at 80; consequently, a "4" was recorded beside her name. Bab successfully transcribed the 70, and a "3" was recorded. Bob got an 80. Cal and Pam were each given a "1." When you have posted all the progress points, add them and divide the total by the number of students. The 20 students scored a total of 56 progress points and their average was 2.8, just a little under the "3" given for a successful take at 70.

Figure 2 shows the values recorded on several following opportunity

FIGURE 2
Second Semester Class Average

Roster	Test Dates and Progress Points				
	2/17	2/24	3/3	3/10	3/17
Ada	4	4	+	5	+
Bab	3	4	4	5	5
Bob	4	4	4	+	5
Cal	1	2	2	3	4
Dan	2	+	3	+	4
Eva	2	2	3	4	+
Fay	3	+	4	+	4
Hal	3	3	+	4	5
Ira	3	3	+	4	5
Jil	3	4	4	5	+
Kit	4	+	4	5	5
Mae	2	3	+	+	4
Nan	4	+	4	4	+
Ned	4	4	+	5	5
Pam	1	2	3	+	4
Pat	2	3	+	3	4
Roy	3	+	3	4	+
Ted	3	3	+	+	4
Una	2	3	+	3	5
Zoe	3	+	4	+	5
Progress Points	56	63	69	79	90

days. On February 24, Ada, Bab, and Bob won "4's" for their takes at 80. Cal was awarded a "2" for his transcript at 60. Dan, Fay, Kit, Nan, Roy and Zoe have either submitted transcripts that failed to qualify or exercised their options to refrain from submitting transcripts. (Remember the instruction for opportunity days—a student turns in a transcript only if she wishes to and if she feels that it has a reasonable chance to qualify.) The plus sign indicates that the highest point score each has won on a previous test will be carried over to the column of scores for February 24. Including these carryover points, the total progress-point score for February 24 is 63, and the average, 3.1, indicates a slight advance over the average on February 17.

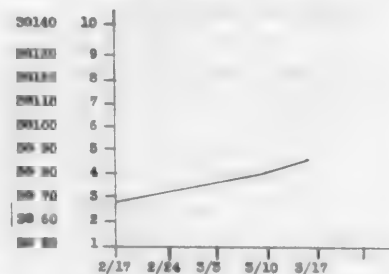
Posting to your record book in the manner shown in Figure 2 makes it a trusty guide to your action in class drill and in selecting your takes for the next and future opportunity days. In addition, your record book will detail in a brief, clear-cut way the standing and the progress of your

group without sacrificing any information concerning the individual achievement of each student.

A progress-point graph on poster board mounted on one of your classroom walls will be the center of student interest following each of your opportunity days. Figure 3 shows such a graph, utilizing the class progress-point average computed for Figure 2. If you have two or more sections of second semester shorthand, progress graphs for each section will yield interesting comparisons and promote healthy competition.

FIGURE 3

Class Progress Graph



So much has changed from the old days. Shorthand has changed; youngsters are different; the discipline of the yardstick has disappeared; schools are palaces of functional beauty. One thing remains the same—testing and grading is still a major function of the teacher. Strive always to carry out this function in such a way that it is helpful and pleasing to your students. Make your test procedures so much a normal part of your skill building routine that your students can be moved into and out of evaluative situations without fear or tension. Make your grading system one that inspires but never frustrates or degrades. If you can accomplish these goals, unlike the new men (or new gals) in your life, testing and grading in second semester shorthand won't present much of a problem.

(Next month: Guiding Learning in Transcription)

PROBLEM CLINIC

(Continued from page 5)

in the analysis of each individual. While working out his daily class program, the teacher should provide for each one who needs special help.

Books could be (and have been) written on what teachers have done in terms of effort, tutoring and individual interest given to failures. The following ideas may waken in my readers others that will prove helpful.

GENERAL: Alert the student to the fact that he is to report what he has learned during class. During teacher preparation, definite, important facts are underlined. These are stressed during teaching; and this is what you want failing students to grasp. When the opportunity arises (at the end of class, at noon, before school in the morning, after school—anytime that contact may be made), require a summary of class work, in one sentence if possible. If important facts cannot be given, then drill and have the students repeat them as often as time permits. A written assignment is required of the student each day, especially from a poor reader. This material will help him occupy time during study periods more profitably. This written work must be handed to the teacher daily before the student leaves school. Encourage, correct and be kind, and you will notice improvement (very slight, perhaps) every day. Questions for tests are based on these facts that are being drilled into the student. Even if very little seems to be accomplished, much is gained—the child is profitably employed, is more relaxed, and, above all, is happy.

TYPING FAILURES: These failing students generally give 100 per cent attention and make every effort to succeed, but the results seem hopeless. After the keyboard and techniques have been slowly worked out, these special students who need individual attention are assigned alphabetic sentence work. They take part in the daily class work; but when others continue at an individual pace at production, etc., these students tackle the alphabetic sentences instead. The practice on these sentences requires that one word be typed over and over until three perfect lines have been written. Each word in the sentence is treated in the same manner until the student is able to write the entire sentence correctly (using every letter key on the keyboard). Results are slow, but gradual improvement is bound to come.

SHORTHAND: Have the student write the alphabet in longhand at the left of her notebook. As progress



SHORTHAND CORNER

RICHARD A. HOFFMANN

PLACER JOINT UNION HIGH SCHOOL, AUBURN, CALIF.

Evaluation is one of the most important and sometimes one of the most difficult tasks we have to perform, if we want to be fair and objective. I have tried to reduce my system of evaluation to a mathematical table, thus eliminating the subjective factor.

STUDENT CHECKING. Students will have to proof their work when they are on the job; they may as well learn to proof it in class. You can spot-check—or check all papers—later. At the stage when I am stressing apostrophes, I dictate letters in which apostrophes occur with some frequency. Students check transcriptions; I check later for the specific apostrophes. If a student has failed to mark errors, the letter automatically receives an F grade. I have found that if students know what we are concentrating on and why we are stressing particular points, and if they realize that the penalty for “forgetting” is an F, they generally do not fuss when they are penalized for “goofing.” Only when things are “sprung” on them do they say, “It isn’t fair.”

GRADING PLANS. Here is the simple grading plan that I have been using for years. (Some of my colleagues also use it.) Students score each paper according to either the long or short scale.

Long Scale: 0 errors—A; 1 error—A-; 2 errors—B+; 3 errors—B; 4 errors—B-; 5 errors—C+; 6 errors—C; 7 errors—C-; 8 errors—D+; 9 errors—D; 10 errors—D-.

Short Scale: 0 errors—A; 1 error—B; 2 errors—C; 3 errors—D.

If either of these scales is used in transcription, all errors are checked—spelling, punctuation, word omission, paragraph indention, capitalization—*anything* that is not correct. If you are working on a specific, such as punctuation, you can use either the long or the short scale; however, if there are only a few points to be checked, the long scale is of little value.

All work is held by the student for a week, two weeks, or until a chapter ends or some other natural break in the work occurs. Then the student types a budget page that begins with her name and the date, then lists the letters, exercises or test material covered, along with her grade for each one. (Incidentally, by grading this budget page for appearance and accuracy, the teacher can collect another grade for the book.)

Let's assume that Sally has transcribed 11 letters during the week. She lists them on her budget page and makes a recap at the bottom. (We disregard plus or minus grades in these computations.)

1 letter	A grade	(@ 4 points each)	4 points
3 letters	B grade	(@ 3 points each)	9 points
1 letter	C grade	(@ 2 points each)	2 points
3 letters	D grade	(@ 1 point each)	3 points
3 letters	F grade	(@ 0 points each)	0 points

All A's would have given Sally 44 points; all B's, 33 points; all C's, 22 points; all D's, 11 points; all F's, 0 points. Sally's 18 points would qualify her for a C— grade.

Each student can determine her own individual performance. If she wishes to work harder and do better work, she can raise her grades without regard to the rest of the class. A “production grade” (computed on the basis of comparison with the rest of the class members) may also be given by the teacher for the number of letters or exercises completed. We have found that these scales can be used in connection with almost any kind of assignment in shorthand, typing, or transcription.

This grading system allows for averaging various types of ability. It does not allow for “apple polishing”—unless you want it to.



teaching aids

JANE F. WHITE CENTRAL WASHINGTON COLLEGE OF EDUCATION, ELLENSBURG

World affairs. If you teach in the area of current affairs or international relations, you will be interested in *Free and Inexpensive Materials on World Affairs*, by Leonard S. and Thomas L. Kenworthy. If you send cash, send \$1; if you wish to be billed, the charge is \$1.25. Address: World Affairs Materials, Brooklyn College, Brooklyn 10, N. Y.

Filing suggestions. A new booklet on filing includes some practical suggestions that will help supplement your text. Samples of this company's adhesive file folder labels are also included. Write to the Avery Label Co., 1616 South California Avenue, Monrovia, Calif., for your copy.

Office publication. For up-to-date information about office equipment, you can receive free the magazine *Office Economist*, which is published periodically by Art Metal Construction Co., Jamestown, N. Y.

Banking booklets. The American Bankers Association publishes excellent materials for junior and senior high school students on money and banking. Some of the titles are: *You and Your Bank—How Commercial Banks Help Farmers* (suitable for high school classes in farm areas); *Personal Money Management* (covers family budgeting); *Money and Banking in Our Everyday Living* (a simple treatment of the functions of money). Later this year, ABA expects to publish a booklet on bank services designed especially for high school use. Requests from teachers for single complimentary copies of any of these items should be addressed to the Banking Education Committee, American Bankers Association, 12 East 36 Street, New York 16, N. Y.

Secretarial handbook. *The Perfect Secretary*, a handbook of office manners by Lucy Graves Mayo, has been prepared by the Eaton Paper Corp., Pittsfield, Mass. The price is 25 cents a copy (20 cents each if 10 or more copies are ordered at the same time by the same person). Another booklet, *It's Fun to Write Letters*, by Jane Eaton, gives practical tips on letter writing. This booklet costs 10 cents.

Vocational guidance. For 10 cents each, you can receive several good booklets from the National Association & Council of Business Schools, 2400 16 Street, N. W., Washington 9, D. C. Two titles of particular interest are *Accounting for Your Future* and *Your Exciting Career as a Secretary*. The association's 1959-1960 *Directory of Business Schools* is offered free of charge. You can also request a complete listing of available materials.

United Nations. The National Cash Register Co., Dayton 9, Ohio, will send you a beautiful free booklet, *The United Nations*, which gives the complete story of the United Nations. Many of the photographs are in color and make the booklet a really valuable one for your library and for use in the classroom.

Accounting opportunities. A bulletin, *Education for Opportunities in Accounting*, is published by the University of Alabama, School of Commerce and Business, University, Ala. You can receive a complimentary copy on request.

Co-op information. For a catalog of books, pamphlets, leaflets, films, and other aids about co-operatives, write to the Cooperative League of the U.S.A., 343 South Dearborn Street, Chicago 4, Ill.

is made through the text, the student writes the shorthand symbols after her longhand letters. This assignment is to be handed in daily; it is corrected and returned. Brief forms, prefixes and suffixes are handled in the same manner. The material is drilled into the students. They use the key in the back of the text for self-dictation. When they come to some word that causes them to pause, they turn back to the shorthand plate and practice the word. They are advised to read further in the shorthand plate so that, when they begin again, they can write more words. If students are given individual encouragement and help, the improvement is remarkable.

CONCENTRATION: In the case of a student who was failing, the teacher suggested to the father that the son be given piano lessons. (Typing and piano playing have similar techniques.) Improvement followed until the child was an A student in all classes.

When we consider the students who do not possess native ability, we know that they will never reach the top. They are the ones who really need encouragement. There is a life work in the future that they must fill, giving it the best that is in them. Each person has a position in life to fill in order to help his neighbor—from the street sweeper to the Doctor of Philosophy. The most wonderfully patient teacher in the world stands as a relentless monster to the student who cannot learn.

If a teacher drops a student, it reflects on his teaching, the teaching of the school (both in its current form and as it has affected the failing student's earlier background), or a combination of any of these (and other) factors. Teachers should examine their consciences and ask themselves: (1) Has my preparation for class been the best possible, especially providing for the low-grade students? (2) Do I try to find out what is behind the failures? (3) How do I use this information to help guide each child to attain his highest capabilities?

Keep the failures usefully employed during those years when they cannot be placed in a vocation that will help them, society and their country. They will learn much more than teachers ever dream they are learning. At least they will not be drifting around, forming bad habits and getting into trouble.

One more point: A career course based on the text *Business of Life*, by ZuTavern and Erickson (University Publishing Co., Lincoln, Neb.) is a very simple study. It is understand-

able to the student because it has to do with his daily living and how to improve it, how to choose for the future, and so forth. It is interesting, and many possibilities can be developed for each chapter—for instance, scrapbooks in which pictures cut from magazines and newspapers help to impress the subject on students' minds and make busy beavers out of our failures.

SR. MARY ST. MONICA, B.V.M.
Assumption High School
Davenport, Iowa

Dear Miss Nelson:

Your idea isn't fantastic at all; it falls outside the realm of "mass" education for "average" students, but isn't that where many of our problems lie? I suspect that forays into the territory we usually call Special Education might bring back answers to many questions we have concerning individual weaknesses and below-average groups.

As a matter of fact, one special education teacher in California has already done something about the problem you mention. Gary D. Lawson, special education teacher of the Elk Grove Union High School District, Elk Grove, Calif., has published a mimeographed workbook that I believe is the text and outline for just such a course as you are thinking toward. Its name is *Everyday Business*, and I have found it to be a fine book to use with students who cannot seem to profit from the usual general business text. It contains units of work on depositing money, insuring a car, buying goods on the installment plan, with large-size reproductions of forms used. By progressing to the actual forms and by using newspaper items and ads, actual problems of class members, etc., I believe we can meet a real need in educating the academically substandard student to take care of his own affairs. Certainly this text and the type of course you have in mind offer far more "meat" than the usual "Health and Family Living" course this type of student is usually herded into for the sake of credits.

By the way, one student using this text became interested enough to note a typographical error and wrote Mr. Lawson a letter about it, which we used as a letter-writing exercise. (Received a sensible answer, too!)

AUDREY TROWBRIDGE
Georgia Warm Springs
Foundation School
Warm Springs, Ga.

JANUARY PROBLEM 2

ONE OF MY secretarial training students is very interested in reading



HELEN H. GREEN MICHIGAN STATE UNIVERSITY, EAST LANSING

Have you carved any elephants lately?

"Of course not," says somebody. "We're business teachers, not sculptors. And if you mean soap or snow sculpture, who has time for hobbies? Now what?"

Nothing much, except a little story about elephant carving that I'd like to paste in the front of every methods book in the country. The one about the noted sculptor who had finished an enormous statue of an elephant and unveiled it for some of his friends—who gasped, not only at its size but also at the amazingly fine replica he had created. "But what did you use as a model?" one of his friends asked. "I didn't have one," replied the sculptor. "But how could you get such a perfect likeness, such precise detail without a model?" insisted the friend. "Oh," was the matter-of-fact reply, "I just kept chipping off the pieces that didn't look like an elephant."

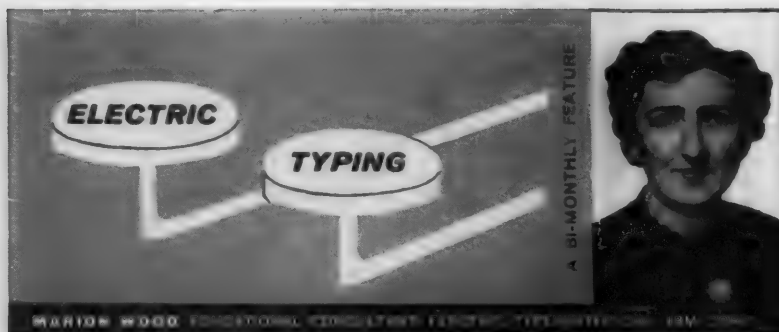
The pieces that didn't look like an elephant! Out with them! All of them—until, after a while, there was left only a masterful likeness of an elephant. The sculptor knew in his mind's eye what an elephant looked like. And all things that didn't contribute to that image had to go. He must have known what the anatomy of an elephant was like—the skeletal framework, the musculature, the proportions, the thick hide, etc. In his mind he saw clearly what it was he was trying to create, so he chipped and whacked until only the elements contributing to that image remained. Result: An elephant so real that beholders gasped!

You and I as business educators could take a lesson from that sculptor, both in the matter of the clarity of the image he held of what he was trying to do and in the boldness and persistence of his chipping away everything that didn't contribute to that image. Take the matter of curriculum. Some of us think we have a fairly clear idea of what a good curriculum should look like. At least we give lip service to "principles of curriculum construction." "A curriculum should be constructed to meet the needs of the particular students for whom it is intended. It should fit them for participation in today's world; should utilize all possible resources; have attainable goals; provide the framework on which various subject matter areas may be fitted; allow for individual differences; have continuity, progression, diversification, immediate and long-range goals; be of sufficient caliber to challenge those for whom it is intended," etc. And we chip and whack around now and then to get rid of pieces that don't look like a good curriculum—but never very boldly, wouldn't you say?

Oh, we know what a curriculum ought to look like—or do we? Does our failure to come up with the very best curriculum possible each time we start out to carve one lie in the fact that we don't chip long enough or daringly enough at the pieces that don't look like a good curriculum—in line with that mind's image we have created out of principles, practices, philosophy and know-how? Or is our image of what a good curriculum should look like indefinite and blurred? Are we possibly holding in our minds an image of a model that looks no more like what a curriculum should for today's world than a prehistoric woolly mammoth resembles an elephant?

I'm not sure whether it's a little of one or the other or a lot of both. But this much is certain: We need to strive diligently for a clearer image of what it is that we're trying to do about curriculum and to chip far more boldly than we have at pieces that "don't look as if they belong" in today's curriculum.

Anybody for elephant carving? (Spelled "curriculum building"!)



Composition at the Typewriter for Beginners

Because of the electric typewriter's ease of operation, students need very little basic skill on it to do creative work. As soon as the letter keys have been presented, introduce composition, then include it in short periods throughout the entire course.

When the beginning lessons are introduced by dictating them direct to the typewriter, students have a chance to type from a stimulus other than the printed text. This is the first step in developing composition skill.

Select a simple, short letter or paragraph that contains enough information so that eight or ten questions may be framed on its contents. Let the students type the letter first from the printed copy. On the second typing, dictate the letter as students type with their books open. Speak clearly and in short thought phrases. Allow enough of a pause between phrases for all typewriters to be quiet. Repeat the typing from the dictation; but this time have students close their books. Caution against excessive watching of the typewritten copy.

Present the one- or two-word response by asking the class to reply to questions on the content of the dictated exercise. Repeat these questions until students find it easy to type responses accurately.

After practice on the short responses, students will take the longer ones in stride. Use the same questions, but request the replies in sentences. Make the composing of the sentences easy by constructing questions that require the same subject to be used in the various responses.

Here are a suggested letter and ten questions. The diagonals indicate pauses in the dictation:

THE LETTER: Dear Mr. Jones:/ Please arrange/ to let us have/ the same house/ we rented/ for three months/ last summer./ As you/ will remember/ it was within/ easy walking distance/ of the beach./

If we/ cannot have/ this house/ please try/ to find one/ in the/ same section/ of Hampton Beach/ with at least/ six rooms/ in it./ We look forward/ to receiving/ the excellent service/ you have/ given us/ in past years./ The children/ still talk/ about their wonderful time/ at the beach. Sincerely yours,/ John L. Adams

QUESTIONS: 1. Who sent the letter? 2. What did the man want? 3. At what beach was the house located? 4. What was the house near? 5. How many rooms in the house? 6. Who still talks about the beach? 7. What kind of time did they have at the beach? 8. How long did they stay at the beach? 9. Who received the letter? 10. What kind of service does this man give?

THE RESPONSES:

One- or Two-Word

1. Mr. Adams
2. A house
3. Hampton Beach
4. The beach
5. Six
6. The children
7. Wonderful
8. Three months
9. Mr. Jones
10. Excellent

Sentence

- Mr. Adams sent the letter.
Mr. Adams wanted a house.
The house was at Hampton Beach.
The house was near the beach.
The house had six rooms.
The children still talk about the beach.
The children had a wonderful time.
The children stayed at the beach three months.
Mr. Jones received the letter.
Mr. Jones gives excellent service.

When students begin expressing their thoughts in sentences, weaknesses in spelling, punctuation and grammar will show. Therefore, as a part of the daily warmup drills, include at least five dictated sentences that illustrate some punctuation rules or grammar principles. To reinforce the learning, correct these as soon as they are typed, and quickly review the English fundamental they illustrate.

some fiction books about a secretary, in order to achieve a dual purpose—to fulfill a reading requirement in English and at the same time to enlighten herself about office work.

We should appreciate it if someone could refer us to a good bibliography.

PATSY A. HARWOOD
Otterbein (Ind.) High School

Suggested Solution

Dear Mrs. Harwood:

Here are some titles to pass along:

Strictly for Secretaries, by Helen and John Whitcomb (Gregg Publishing Div., McGraw-Hill Book Co., New York).

Marcla, Private Secretary, by Zillah K. Macdonald (Julian Messner, Inc., New York).

Copywriter, Lee Devins, by Mary Mannix (Julian Messner, Inc., New York).

Mary Allen, Publicity Girl, by Marcia Paul (Julian Messner, Inc., New York).

Toby, Law Stenographer, by Pauline Bloom (Julian Messner, Inc., New York).

Washington Secretary, by Alice Rogers Hager (Julian Messner, Inc., New York).

White Collar Girl, by Marjory Hall (Wilfred Funk, Inc., New York).

Assignment in Ankara, by Lucile and Zola H. McDonald (Thomas Nelson and Sons, New York).

The South Wind Blew Softly, by Ruth Livingston Hill (J. B. Lippincott, Philadelphia).

SR. MARY ST. MONICA
Assumption High School
Davenport, Iowa

LETTER

To the Editor:

Every month I find myself looking forward to receiving the *BUSINESS EDUCATION WORLD*, and I try to read through it promptly. There are several interesting things in it, such as the series on bookkeeping that you ran recently. I thought you might be interested to know that, in my opinion, the best thing that you have is the comments by Helen Green. To me, she is refreshing and always has something new and different, yet important. I find myself turning to her article first to "see what Helen is up to this time."

VERNON A. MUSSELMAN
University of Kentucky
Lexington, Ky.

Professional Report

NEWS SPOTLIGHT

Office unionization

... was the subject of a survey recently completed by the National Office Management Association. Of the over two thousand companies that participated in the survey, 94 per cent indicated that their offices were not unionized. Major reasons listed by management for white-collar acceptance of unionization included unfair wage or salary administration, inadequate fringe benefits in comparison to those of unionized workers, lack of firm promotion policies and supervisors who are not well trained or informed. NOMA found that most companies that reported no office unionization had positive and fair administrative personnel policies.

W. T. Cavanaugh, executive director of the Association, said that the survey tends to confirm "that unionization in the traditional sense is making almost no progress—if indeed any—among white-collar office employees."

James B. Conant

... will begin a two-year study of teacher-education in September under a \$300,000 grant from the Carnegie Corporation of New York. It will be Dr. Conant's third educational study, having been preceded by reports on junior and senior high schools. The new study will cover preparation of public school teachers and the criteria for their employment as established by local, regional and state authorities. The study will be administered by the Educational Testing Service of Princeton, N.J.

Buffalo accountants' groups

... have joined together to establish the Education Society for the Promotion of Accounting and Business. Aim of the group will be to interest high school students in the field of accounting and business. It will provide speakers, arrange visits, supply literature and work with guidance counselors. Bernard A. Shilt, director of business education in Buffalo, is treasurer of the new group and a business teacher, LaVerne Jenkins of South Park High School, is publicity chairman.

Distribution industries

... should be represented in the Cabinet as are agriculture and commerce, the executive vice-president of the Wholesale Grocers Association, Harold O. Smith, Jr., urged in a letter to President Kennedy. In calling for the new post, he said that the distribution industries were "step-children" although "the American economy is based on volume distribution."

PEOPLE

• Dorothy E. Crunk, Ball State Teachers College, Muncie, Indiana, received the Delta Pi Epsilon Research Award for the outstanding research study completed in the field of business education during the calendar year of 1959. Her study, entitled "Guiding the Teacher Trainee's



DOROTHY E. CRUNK

Development of the Qualifications of an Effective Teacher—with Special Application to the Business Teacher," was completed under the supervision of Elvin S. Eyster, chairman of the department of business education at Indiana University, Bloomington.

Edward James Lurie, San Jose (Calif.) State College, received special commendation for his study, "Applications of Domestic Digital Computing Systems in Business and Schools of Business in the United States," which was completed at the University of California.

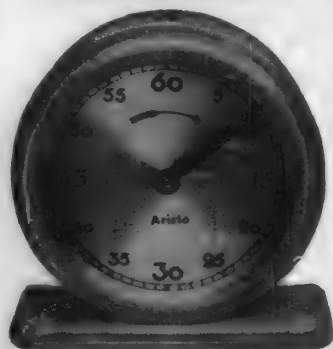
• The Arkansas Business Education Association has elected Arrawanna Hyde, Paragould Senior High School, president; Ruth Carter, Little Rock Senior High School, vice-president; Aileen Campbell, Star City High School, treasurer; Thelma Jo Allen, Hampton High School, secretary; and Ethel Hart, Southern State College, Magnolia, editor. Mrs. Hart

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was also chosen by the group as Arkansas Business Teacher of the Year.

• Mildred Hillestad, Northern Illinois University, De Kalb, recently received a Ph.D. degree from the University of Minnesota. Her thesis was entitled "Factors Which Contribute to the Difficulty of Dictation Material" and was written under the supervision of Ray G. Price.

GROUPS

• The sixty-fourth annual convention of the Eastern Business Teachers Association will be held in New York City at the Hotel Statler on March 30 and 31 and April 1. This year's theme is "Achieving Excellence in Business Education."

The program is as follows:

Thursday, March 30

9:45-11:30 a.m.—SECTION MEETINGS

ADMINISTRATION IN PUBLIC SCHOOL

BUSINESS EDUCATION: Director: Evelyn R. Kulp, Ambler (Pa.) Senior High School. Chairman: William M. Polishook, Temple University, Philadelphia, Pa. Vice-Chairman: Mary M. Zimmerman, Drexel Institute of Technology, Philadelphia. Topic: "Frontier Thinking in Business Education." Panel: William M. Polishook, moderator; Bruce I. Blackstone, Specialist, U.S. Office of Education; Paul M. Boynton, Consultant, Business Education, State of Connecticut; William H. Selden, Consultant, Business Education, State of Pennsylvania; John E. Whitcraft, Chief, Business Education, State of New York; John M. Canty, Director of Business Education, Boston, Mass.; Joseph Gruber, Director of Business and Distributive Education, New York City. Recorder: Florence Nennich, Ambler (Pa.) Senior High School.

COLLEGIATE BUSINESS EDUCATION:

Director and Chairman: Charles L. Sewall, Burdett College, Boston, Mass. Assistant Chairman: Donald Post, Post Junior College, Waterbury, Conn. Topic: "Teaching Machines—The Coming Revolution in Education." Moderator: Edith M. McKenzie, Burdett College, Boston, Mass. Participants: Leonard J. West, Southern Illinois University, Carbondale; Robert J. Ruegg, Educational Developmental Laboratories, Huntington, N. Y. Recorder: P. Joseph Ciangiulo, Burlington (N. J.) High School.

12:00 noon—FELLOWSHIP LUNCHEON:

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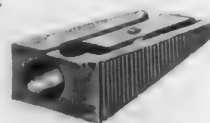
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BUSINESS EDUCATION WORLD

Director and Chairman: Donald E. Wilkes, Strayer College, Washington, D. C. **Speaker:** Calvin D. Johnson, Assistant to the President, Sperry-Rand, Inc. **Topic:** "Don't Sell America Short."

2:30 p.m.—**GENERAL MEETING:** *Presiding:* Helen J. Keily, President, EBTA. *Keynote Speaker:* Charles E. Bish, Director, NEA Project on the Academically Talented Student.

6:30 p.m.—**BANQUET AND DANCE:** *Presiding:* Helen J. Keily. *Speaker:* William E. Powers, Associate Justice, Supreme Court of Rhode Island. *Topic:* "Excellence is Everybody's Business."

Friday, March 31

9:30-10:35 a.m.—**SECTION MEETINGS**

DISTRIBUTIVE EDUCATION: *Director:* Wesley E. Scott, Director, Commercial and Distributive Education, Philadelphia, Pa. *Chairman:* Helen M. Moran, Director, Distributive Education, Boston, Mass. *Assistant Chairman:* Samuel W. Caplan, Temple University, Philadelphia, Pa. *Topic:* "Building a Quality Program in Distributive Education." *Panel:* Samuel W. Caplan; Eugene Corenthal, Supervisor, Distributive Education, New York City; James A. Dorsey, Connecticut State Department of Education; Helen M. Moran; Philip Robinson, Supervisor, Distributive Education, Moorestown, N. J.; Alvin Weitz, Supervisor, Distributive Education, Bayonne, N. J. *Recorder:* Patrick Carlo, Co-ordinator, Distributive Education, Nassau County, N. Y.

SHORTHAND: *Director:* Marion G. Coleman, Temple University, Philadelphia, Pa. **GREGG SHORTHAND:** *Chairman:* William S. Sakson, New York University, New York City. *Assistant Chairman:* Mrs. Dean O. Christensen, Livingston (N. J.) High School. *Topic:* "Achieving Excellence in Shorthand." *Participants:* Dorothy H. Veon, Pennsylvania State University, University Park, Pa.; Celia G. Stahl, Vestal (N. Y.) Senior High School. *Recorder:* Dorothy B. Yocum, Sun Valley High School, Chester, Pa. **PITMAN SHORTHAND:** *Chairman:* Bernard J. McDonnell, Supervisor, Commercial Education, Philadelphia, Pa. *Assistant Chairman:* Jeannette L. Bely, City College of New York. *Topic:* "Achieving Excellence in Shorthand." *Participants:* Simon A. Duchan, Theodore Roosevelt High School, New York City; Bessie Block, South Philadelphia (Pa.) High School. *Recorder:* Stanley J. Shrager, Northeast High School, Philadelphia, Pa.

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GENERAL BUSINESS—Vernon A. Musselman

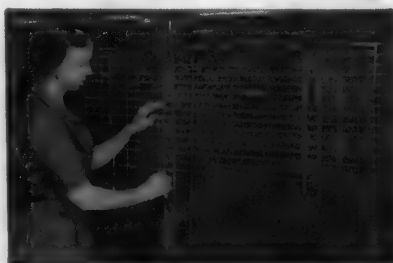
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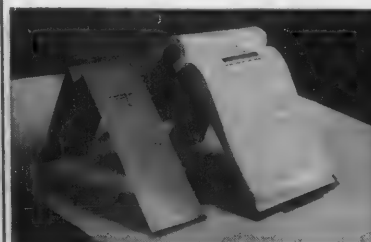
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BASIC BUSINESS: *Director:* Emma M. Audesirk, Northern Valley Regional High School, Demarest, N. J. *Chairman:* John S. Dooley, Director, Department of Audio-Visual Instruction, Boston, Mass. *Assistant Chairman:* Frances D. Blessing, Scott Senior High School, Coatsville, Pa. *Topic:* "Achieving Excellence in Basic Business." *Moderator:* Ellis Thomas, Rancocas Valley Regional High School, Mt. Holly, N. J. *Recorder:* Mrs. Ruth Elbersson, Uniondale (N. Y.) High School.

CLERICAL PRACTICE: *Director:* Harold Baron, Lafayette High School, Brooklyn, N. Y. *Chairman:* F. Howard Strouse, Assistant Director, Commercial Education, Philadelphia, Pa. *Assistant Chairman:* Nathan Baltor, John Jay High School, Brooklyn, N. Y. *Topic:* "Achieving Excellence in Clerical Practice." *Participants:* Jeffrey R. Stewart, Virginia Polytechnic Institute, Blacksburg, Va. ("Achieving Excellence in Clerical Practice for the Average and Above-Average Students"); Emma K. Felter, Walton High School, New York City ("Achieving Excellence in Clerical Practice for the Slow Learner"). *Recorders:* Vernon A. Frisch and Cletus Clow, New Rochelle (N. Y.) High School.

9:45-11:30 a.m.—

COLLEGIATE BUSINESS EDUCATION: *Director and Chairman:* Charles L. Sewall, Burdett College, Boston, Mass. *Assistant Chairman:* Donald Wilkes, Strayer College, Washington, D. C. *Topic:* "Trends in Business Curriculum and Teacher Preparation." *Moderator:* Lester Sluder, Boston University, Boston, Mass. *Speaker:* Carl B. Zoerner, Rider College, Trenton, N. J. *Recorder:* Elizabeth Crawford, Temple University Community College, Philadelphia, Pa.

10:35-11:35 a.m.—**SECTION MEETINGS**
TYPEWRITING: *Director:* Evelyn R. Kulp, Ambler (Pa.) Senior High School. *Chairman:* Jordan Hale, Girls' High School, Brooklyn, N. Y. *Assistant Chairman:* LeRoy A. Brendel, West Hempstead (N. Y.) High School. *Topic:* "Contributing to Quality Work through Typewriting." *Speaker:* Lawrence Erickson, University of California, Los Angeles. *Recorder:* Marion L. Pothier, Natick (Mass.) High School.

OFFICE MACHINES: *Director:* Emma M. Audesirk, Northern Valley Regional High School, Demarest, N. J. *Chairman:* Gladys Peck, Supervisor, Business Education, Louisiana State Department of Ed-

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ucation. *Assistant Chairman:* Anne Hogan, Putnam (Conn.) High School. *Topic:* "Improvement of Instruction in Office Practice." *Speaker:* Raymond F. Brecker, Director of Financial Planning and Budgeting, Buffalo (N. Y.) Schools. *Recorder:* Margaret Morrison, Union (N. J.) High School. *BOOKKEEPING:* *Director:* Harold Baron, Lafayette High School, Brooklyn, N. Y. *Chairman:* M. Herbert Freeman, Montclair (N. J.) State College. *Assistant Chairman:* Walter A. Moores, South High School, Valley Stream, N. Y. *Topic:* "Achieving Excellence in Bookkeeping." *Participants:* V. E. Breidenbaugh, Indiana State Teachers College, Terre Haute, Ind. ("Achieving Excellence in Bookkeeping for the Average and Above-Average Students"); Solomon C. Steinfeld, F. K. Lane High School, Brooklyn, N. Y. ("Achieving Excellence in Recordkeeping for the Slow Learner"). *Recorder:* Lewis D. Boynton, Connecticut State College, New Britain, Conn.

3:15-5:00 p.m.—SECTION MEETINGS

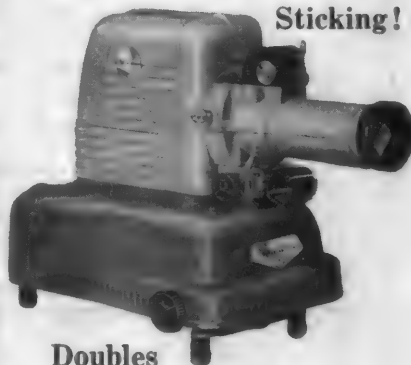
WORK EXPERIENCE IN OFFICE OCCUPATIONS: *Director:* Wesley E. Scott, Director, Commercial and Distributive Education, Philadelphia, Pa. *Chairman:* Bruce L. Le Suer, Assistant Director in charge of Philadelphia (Pa.) School Work Programs. *Assistant Chairman:* Carolyn Arnold, Pierre S. du Pont School, Wilmington, Del. *Topic:* "Quality Programs for Work Experience in Office Occupations." *Panel:* Carolyn Arnold; Clare M. Godfrey, Burdick Vocational High School, Washington, D. C.; Ruth L. Silverberg, Co-ordinator, Co-operative Office Education, New York City; Elizabeth A. Wight, Supervisor, Co-operative Office Education, Philadelphia, Pa. *Recorder:* Mary Cordova, Supervisor, School Work Programs, Philadelphia, Pa.

STUDENT TEACHERS MEETING: *Director:* Marian G. Coleman, Temple University, Philadelphia, Pa. *Chairman:* Walter A. Brower, Rider College, Trenton, N. J. *Assistant Chairman:* Mary Ellen Oliverio, Columbia University, New York City. *Topic:* "Getting Down to Cases." *Participants:* Students from business teacher training institutions. *Round Table* for supervisors of student teachers. *Recorder:* Thomas B. Martin, Bloomsburg (Pa.) State College.

TEACHERS' WORKSHOP FOR PRIVATE SCHOOLS: *Director:* Donald E. Wilkes, Strayer College, Washington, D.C. *Chairman:* H. D. Hopkins, Executive Secretary, Accred-

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iting Commission for Business Schools. *Assistant Chairman:* Mary C. Butera, Goldey Beacom School of Business, Wilmington, Del. *Symposium Topic:* "Manpower Problems in Office Education." *Resource Leaders:* Bruce I. Blackstone, Specialist, U. S. Office of Education; Richard Hodges, International President, National Office Management Association; S. M. Vinocour, Executive Director, National Association and Council of Business Schools. *Recorder:* Dorothy Morgan, Pitman (N. J.) High School.

Saturday, April 1

GENERAL MEETING: *Presiding:* Helen J. Keily, President, EBTA. *Theme:* "New Directions to Quality Education—the Secondary School Tomorrow." *Film:* "And No Bells Ring." *Election and installation of officers.*

GENERAL

• Nominations are now being accepted for the 1961 John Robert Gregg award. Official nomination blanks may be obtained from the chairman of the administrative committee, Doris Howell Crank, Illinois State Normal University, Normal, Illinois. Other members of the administrative committee are F. Kendrick Bangs, University of Colorado, Boulder; Mary Yocum, Austin (Minn.) High School; George W. Anderson, University of Pittsburgh (Pa.); Gladys Bahr, New Trier Township High School, Winnetka, Illinois; and Homer F. Long, Detroit (Mich.) Business Institute.

Nominations for the 1961 award will be accepted until June 30.

The John Robert Gregg Award was established in 1953 "in order to stimulate, encourage, and reward outstanding contributions to the advancement of business education." Nominations may be made by anyone interested or engaged in business education.

The recipient of the 1960 Award was Lloyd V. Douglas, Iowa State Teachers College, Cedar Falls. In previous years the award has been presented to Frederick G. Nichols, Paul S. Lomax, D. D. Lessenberry, Elvin S. Eyster, Hamden L. Forkner, Jessie Graham and Ann Brewington.

• The National Secretaries Association (International) installed its first European chapter recently in Helsinki, Finland. The new 19-member group was sponsored by the Berkeley, California, chapter.

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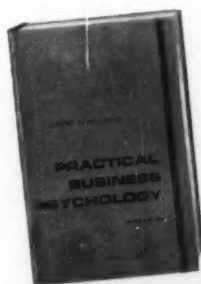
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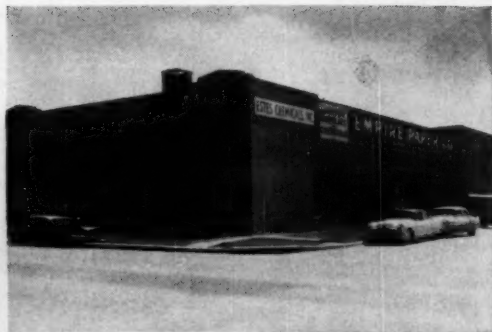
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